DOCUMENT RESUME

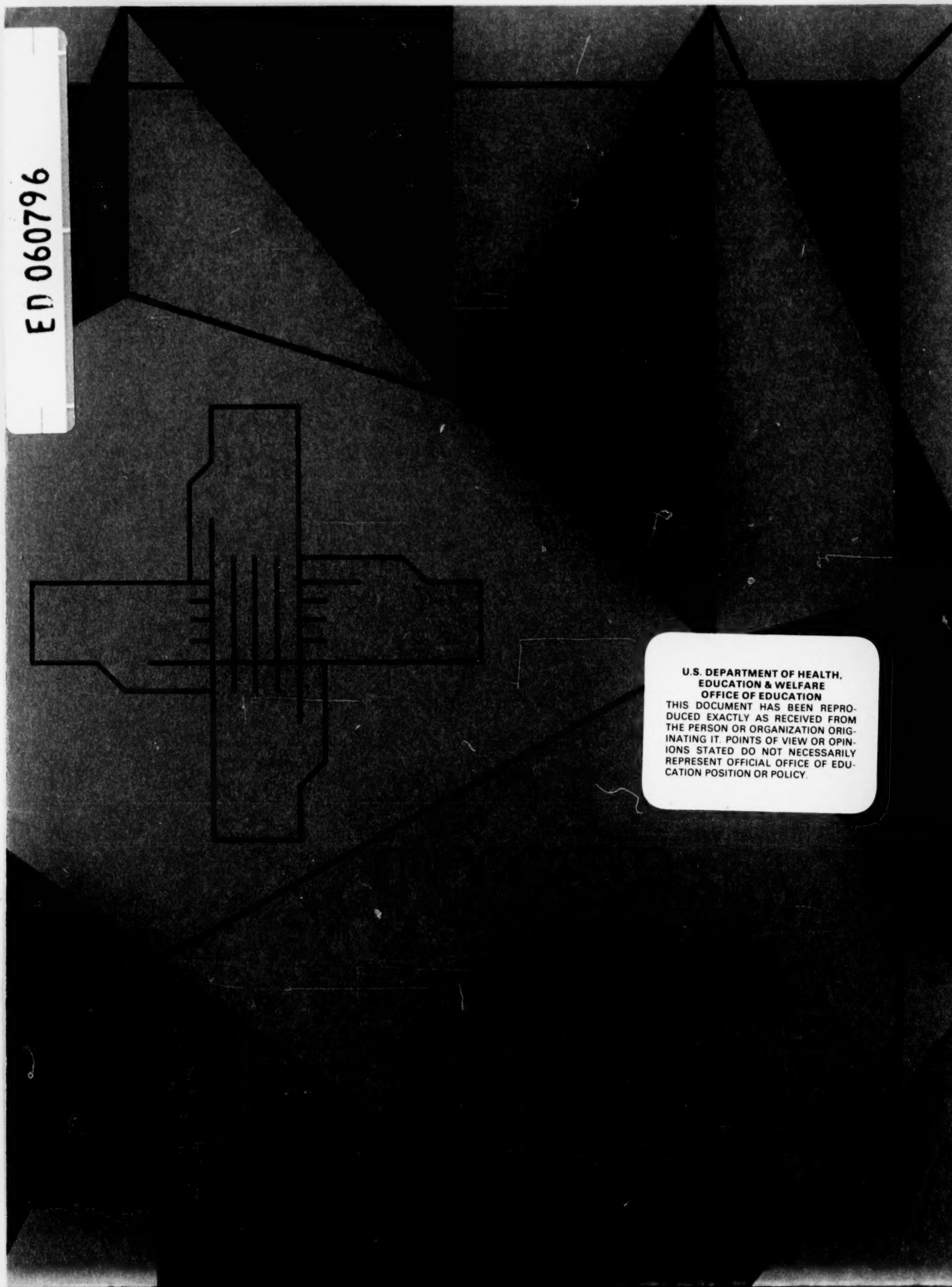
ED 060 796 HE 002 901

TITLE	Minnesota Private Higher Education.
INSTITUTION	Minnesota Higher Education Coordinating Commission, St. Paul.
PUB DATE	Dec 70
NOTE	119p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	*Educational Planning; *Higher Education; *Private Colleges; *Statewide Planning

ABSTRACT

At the request of the Minnesota Higher Education Coordinating Commission, a panel of experienced American educators was organized to study the private institutions of higher education in Minnesota. Throughout the 1969-70 academic year, this group gathered a comprehensive body of information about these institutions. It also reviewed a number of similar investigations, policy statements, and descriptions of practices in a score of other states. The conclusions of the Private College Study Panel indicate that private colleges have made impressive contributions to Minnesota and that their present programs provide the foundation for greater potential contributions in the future. However, the report also clearly suggests that this potential will be achieved only if the state takes positive action to greater utilize private colleges in meeting postsecondary needs of the state. Implicit in the conclusions and recommendations is the observation that future developments in postsecondary education must be based on careful planning and must reflect explicit state-policy decisions if emerging needs are to be met effectively. (HS)

ED 060796



U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

CONSULTANT PANEL

Dr. Basil J. McGuire, Chairman
Director, Higher Education Center
Temple University

Dr. John D. Millett
Chancellor
Ohio Board of Regents

Dr. Harry Hansen
Chancellor
University of Rhode Island

Dr. Kenneth W. Thompson
Vice President
The Rockefeller Foundation

Dr. Robert J. Wert
President
Mills College

PROJECT COORDINATOR

Dwayne O. Andreas, Ph.D.

Minnesota Private Higher Education

MINNESOTA HIGHER EDUCATION
COORDINATING COMMISSION
Suite 400 — Capitol Square
550 Cedar Street
St. Paul, Minnesota 55101

December 1970

FOREWORD

The 1969 Minnesota State Legislature requested study of "alternative solutions for post-secondary education in Minnesota" by the Higher Education Coordinating Commission.

Clearly, the concern of the 1969 Legislature for identifying acceptable alternative means of providing post-secondary education is justified. Expanding needs of the state and its residents for the services and benefits of post-secondary education together with rapidly rising costs provide urgent reasons for assessing new ways for the state to fulfill its responsibility for post-secondary education.

Traditionally, establishing and financing public institutions of post-secondary education have been the only means utilized by the state in providing these educational opportunities for its residents. Alternatives for providing this education have been limited to such considerations as the number of public institutions which should be established or financed by the state, where such institutions should be located, what type of institutions they should be, and how much the state should invest in the support of these institutions. Little serious consideration was given to alternative means for fulfilling the state's educational responsibility.

Passage of legislation authorizing a state scholarship program by the 1967 Legislature recognized the facts that simply providing and maintaining public institutions of post-secondary education is not sufficient in fulfilling the state's responsibility to make post-secondary education realistically available to all Minnesota residents who can and should benefit from education beyond high school. The state's interest in post-secondary education must be more pervasive. In providing that a state scholarship recipient may attend either a public or a private higher education institution in Minnesota, the 1967 Legislature also recognized that the state can appropriately provide post-secondary education opportunities for its residents in ways other than making student spaces available in public institutions. Action of the 1969 Legislature appropriating funds for state grants-in-aid, as well as increasing the appropriation for scholarships, represented increased effort reflecting recognition of these facts.

While post-secondary education has always been the responsibility of the state, privately controlled colleges have shared this responsibility voluntarily and without direct financial assistance from tax funds since the day Minnesota became a state. However, in recent years, the proportion of post-secondary needs being met by the state through public institutions has grown rapidly, while the proportion of needs being met voluntarily by private colleges has declined rapidly. Students attending private colleges presently comprise less than 20 percent of total post-secondary enrollments in Minnesota, and projections indicate that this percentage will decline more rapidly in the its responsibilities.

This decline in the proportion of Minnesota's post-secondary education needs which are met by private colleges will require a corresponding increase in post-secondary services provided by the state through increasing the number of student spaces available in public institutions. An alternative solution is for the state to utilize the services of private colleges more extensively in fulfilling future.

In order to provide a thorough assessment of this alternative method of meeting part of the needs of the state for post-secondary education, the Commission, with support of a grant from The Bush Foundation, arranged for a panel of five distinguished educators to study Minnesota's private colleges and to make recommendations to the Commission on possible action by the state. Former United States Commissioner of Education Earl J. McGrath, of Temple University, was appointed chairman of the Private College Study Panel. Also appointed to the panel were Chancellor John D. Millett, of the Ohio Board of Regents, Chancellor Harry Ransom, of the Texas University System, Vice-President Kenneth W. Thompson, of The Rockefeller Foundation, and President Robert J. Wert, of Mills College. Dr. Everett G. Beckman was appointed project coordinator and was assigned primary responsibility for the collection and analysis of data providing the basis for assessments and recommendations of the study panel.

The conclusions of the Private College Study Panel indicate that private colleges have made impressive contributions to Minnesota and that their present programs provide the foundation for greater potential contributions in the future. However, the Panel's report also clearly suggests that this potential will be achieved only if the state takes positive action to greater utilize private colleges in meeting post-secondary needs of the state. These conclusions have significant implications for continuous comprehensive planning and policy decisions regarding post-secondary education in Minnesota. The several possible courses of action suggested by the Panel undoubtedly will provide a useful basis for deliberations by the Commission and by the 1971 Legislature. Hopefully, observations of the Panel about Minnesota's private colleges and the questions raised by the Panel will stimulate the faculties and officers of these institutions to examine their purposes and operations constructively in their continuing efforts to improve the quality and quantity of their services.

Implicit in the Private College Study Panel's conclusions and recommendations is the observation that future developments in post-secondary education must be based on careful planning and must reflect explicit state policy decisions, if emerging needs are to be met effectively. The Private College Study report will facilitate the achievement of that goal.

Richard C. Hawk
Executive Director
Minnesota Higher Education
Coordinating Commission

PREFACE

At the request of the Minnesota Higher Education Coordinating Commission, a panel of experienced American educators was organized under my chairmanship to study the private institutions of higher education in Minnesota. Throughout the 1969-70 academic year, this group gathered a very comprehensive body of information about these institutions. It also reviewed a number of similar investigations, policy statements, and descriptions of practices in a score of other states. Conversations were also held with administrative officers in the Minnesota private institutions and with representatives of their association, particularly Dr. Edgar Carlson.

The persons mainly responsible for the day by day operation of this project were Mr. Richard C. Hawk and Dr. Everett G. Beckman. Dr. Beckman assumed the responsibility for assembling most of the data and for preparing a substantial portion of the final report. The Panel wishes to express its gratitude to these men and to all those in the state who gave unreservedly of their time, their thoughts, and their energy.

The report has been designed to provide some facts regarding the recent developments in these institutions especially during the decade of the 'sixties. The first part of the report sets forth the "Conclusions" and "Recommendations" for the reader with limited time. The second part of the report presents the data upon which the conclusions and recommendations rest.

The Panel has been impressed with the distinguished services the private colleges have rendered to the citizens of the state through the past century. It believes that it is in the best interest of the state and its young people to provide such financial aid as is necessary to keep the private institutions at a high level of efficiency and to assure the youth of the state that they will be able to attend one of these institutions with the financial help of the state. The Panel strongly recommends, therefore, that all citizens, and particularly their elected representatives in the Legislature, give serious thought to the proposals which we have made to sustain private higher education in Minnesota. It is our conviction that this can be done with a minimum of expense and with maximum benefit to the state and its citizens.

Earl J. McGrath
Temple University

PART I

CONCLUSIONS AND RECOMMENDATIONS

CHAPTER 1 CONCLUSIONS

The Historic and Current Services of Private Higher Education

The private institutions of higher education are providing essential services to individual citizens, to the State of Minnesota, and to the nation at large. Some clarification of the term *private,* when considered in relation to the kinds of programs offered and the types of students served, is needed. An erroneous conception of these institutions exists in some quarters. With the exception of graduate and professional programs, virtually every form of curriculum offered and every type of student served by the state colleges and universities are also found in the private institutions. Any differentiation on the basis of instruction available at the undergraduate level would be misleading. Moreover, the whole connotation of the word *private,* whatever its validity in earlier days, now carries a repugnant aura of snobbish selectivity and discrimination. In view of the prevailing concern for equalizing opportunity in the United States, the classification of institutions and people on a selective social basis is increasingly unacceptable. Even "privately supported" is a term no longer accurate because in many states large sums of both state and federal funds are used to support so-called private institutions.

The most compelling objection, however, to the divisive term *private* rests on the notion that there are two systems of higher education in the various states with clearly discernible and different purposes, programs, students, and general social responsibilities. Until recent years, this conception was advanced by some educators interested in gaining additional support for the privately supported institutions. It is an idea which has now boomeranged and has been used by opponents of public support of the private colleges and universities. The only valid conception of higher education today considers all colleges and universities within the state to be integral units of a single system with specific contributions to make to individual citizens and to the commonwealth as a whole.[1] Their several programs and the clientele they serve may not be identical, and state support should not be measured in those terms, but their social contribution should justify public concern and financial assistance. The erasing of the lines between "private" and "public" institutions ought to be accompanied by the practice of making state plans for higher education inclusive of all the institutions within the state regardless of their clientele or dominant support. Although the terms "private" and "public" do not accurately differentiate institutions, they will be used to avoid endless circumlocution.

The primary justification for the treatment of the "private" institutions as units within the state system rests on the fact that the private colleges operated on funds supplied by individual philanthropists and corporations have for over a hundred years sent forth from their classrooms thousands of graduates who have provided a large part of the leadership in industry, commerce, government, education, and the arts, not only within the state but also on the national stage. The most celebrated governors, state and national legislators, captains of commerce and industry, teachers and scientific investigators, in brief, intellectuals and men and women of practical affairs, have been educated in the private colleges of Minnesota. They constitute too large a company to enumerate, and thousands of less conspicuous graduates have also contributed their indispensable talents to the well being of the state.

It is easy, as some have done, to acknowledge the historical contribution of the private institutions, while tacitly assuming that the increasing preponderance of enrollments in the state-supported colleges and universities makes negligible the services of the non-public institutions. This point of view overlooks the fact that, although the private institutions account for a falling percentage of the total enrollments, they educate more young people than ever before in their history and, without question, now provide a richer and better education than ever before. The records of the graduate and professional schools reveal that the independent liberal arts college supply to them a steady flow of undergraduates out of all proportion to their enrollments. The evidence undeniably proves that the private institutions of Minnesota have provided and continue to provide a valuable public service in the education of citizens for their vocational, civic, and personal responsibilities. If these institutions should be seriously impaired or destroyed, the whole Minnesota system of higher education would be crippled and the social consequences would be disastrous.

If the private colleges have useful functions to perform and if in the broadest sense they are to render public services of a distinctive if not unique character, would it not be good public policy for the State of Minnesota to assist these institutions to the extent of assuring their continued and growing educational effectiveness? In the concrete this question boils down to the simple notion that the tax monies of the state should be used for the support of education in private institutions. Within constitutional and statutory limits there are sound reasons for extending aid to private colleges.

If this argument has any validity, and if the private institutions do render an indispensable public service, ought not the state take every legal step within its means to preserve these institutions and to enhance their services? It should and it can. There are, to be

[1]Minnesota Higher Education Coordinating Commission.

sure, social and political obstacles in the way of significant state efforts to keep the private institutions at their present level of efficiency, to say nothing about enhancing them. Yet both practical and theoretical considerations argue irrefutably that the state should make every effort to sustain these institutions, not for their benefit, but for the well being of the commonwealth and the prosperity of its people. The justification for this support is obvious.

In the first place the private institutions have certain distinctive cultural and educational features which ought to be preserved and nourished. They are generally small institutions compared to the state university or even the state colleges. The endless debates about the relationship between institutional size and the character and quality of education always end inconclusively. It can be stated with some assurance, however, that those liberal arts colleges which attempt to do so can provide an individualized total experience quite different from the experiences a student typically has in a campus community of from 10,000 to 40,000.

Moreover, many of the private colleges supported by culturally distinguishable constituencies, perform a unique service to these supporting groups and to the larger society. No state has any responsibility for perpetuating the special cultural characteristics of various groups of diverse national origins. The whole of American society has, however, been incalculably enriched by the diverse backgrounds of its citizens and in this day when these various life patterns are being suffocated by the standardization of behavior, the society can afford to preserve ways of life which add richness, color, and inventiveness to its cultural composition. Specifically, then, Minnesota might well aid the colleges which sprang from and preserved the culture, the language, and the cultural ambience of their origins.

Another pressing reason today for the state's assisting the private colleges is related to the availability of places in the public institutions. In 1969 there were 29,560 students enrolled in the non-public colleges in Minnesota. Under conditions of traditional support, enrollments in Minnesota's private colleges and universities will probably not exceed 40,000 students by 1980. At the same time, if present trends continue, all institutions of post-secondary education will probably have to absorb an additional 80,000 students by 1980. The added financial burden to the state to engage the needed teaching and auxiliary staffs, to erect the necessary buildings for research and instruction, to provide library, laboratory, and other facilities, and to house, feed, and entertain students will be extremely heavy and, in terms of present taxpayer reaction, perhaps prohibitive. The resistance to appeal for additional funds for education among legislators is common knowledge, and the effect of delays in appropriations are clearly apparent. In a recent report of the National Association of State Universities and Land-Grant Colleges it is estimated that, in the fall of 1970, 84 institutions will have to reject an aggregate of 87,000 applicants for admission, because they cannot accommodate these students with available staffs and facilities. The likelihood that the expansion plans of the public institutions will in the early future catch up with the growing demands for service is nil. There is a serious question whether it would be sound public policy to try to close this gap between supply and demand. The total establishment of Minnesota private higher education could, without greatly increased resources, accommodate more students than were enrolled in the academic year 1969-70. Some of these institutions are now operating below economic efficiency because they have too few students. It would seem to be economically and socially unwise for the state to impose unprecedented tax burdens to create aditional facilities and services which could be provided in existing institutions with a nominal additional expenditure.

Moreover, there is the still unresolved question of whether it is sound policy to allow one or two institutions to grow to 50,000 enrollments or better policy to distribute these students in other institutions over a wider area of the state. The members of the legislature will have to consider the educational, cultural, and economic impact on several dozen communities as opposed to one or two already receiving preferred benefits of all types through the presence of an institution of higher education. Certainly for the time being the state could prudently take advantage of the unused facilities in private colleges scattered geographically throughout the various population areas by providing a modest assistance to these institutions. The results could be education of high quality for many students who do not need advanced or professional education, an improvement of private institutional efficiency, and an easing of the taxpayer's burden. And if the defensible demands of the public institutions were met, they would not be damaged, and indeed might very well be benefited by this decentralization of the services of higher education.

If the principle of public support of private colleges and universities is accepted, serious practical problems must be solved before these institutions can expect any substantial financial assistance from the state. The state-supported university and four-year colleges have long-range plans for adding new types of programs requiring a considerably expanded plant and staff. The state is also establishing a system of community colleges at state expense. These new and enlarged services will require millions of additional dollars from tax resources. At the same time, some officers of government have announced that they intend to stabilize expenditures for higher education until new sources of revenue can be found. Under these circumstances,

aggravated by a fading prosperity and a steady inflation, any proposal for public assistance to private institutions of higher education would seem to be unrealistic if not visionary. One who analyzes the facts with an open mind will conclude that the contrary is true.

The increase in the future cost of higher education in the State of Minnesota will be directly related to the use the state makes of existing facilities and professional personnel. This study has shown the aggregate worth of physical facilities owned by private colleges to be in excess of $216 million[2] in 1968-69. It has also shown that with very modest expenditures for plant and staff 2,800 additional Minnesota students could be accommodated and given a quality education. Moreover, even with somewhat more extensive increments in staff and buildings the cost per student would fall considerably below the expense of erecting entire new establishments or greatly expanding those already in existence.

The character and quality of education must also be considered in the decision to allocate some of the state's resources to private institutions. The research on the relative effectiveness of the education provided in the "megaversities" and in the smaller colleges supplies no conclusive answer to the question, "What effect does institutional size have on education?" The chief reason for the emptiness of research on this problem is that the measuring instruments rarely assess the most important outcomes of education—the ability to use learning creatively in non-institutional life situations, and the traits of personality and character cultivated by the educative process. Until these types of reliable facts are produced empirical observation must suffice. The testimony of many students and faculty members reveals their conviction that in most large centers of learning the impact of institutional life is negligible or negative. In the following words a faculty committee at Cornell University sums up the opinions of students on the remoteness of their relationships to the university and its staff:

> Students feel that they have inadequate contact with the faculty. The evidence for this is overwhelming . . . The advising system in some parts of the University is working very poorly . . . Many students want more small classes . . . Many find the present system of quizzes, grading and requirements to be stifling . . . If the quality of our teaching is not as high as it can and should be—and that is our finding—then the fundamental solution is that each one of us devote a considerably greater effort to make it better.*

It is significant that a study by Harold Hodginson of the Center for the Study of Higher Education at Berkeley shows that the recent student disturbances at various centers have occurred more frequently in large than in small institutions, and they were more severe. The large urban universities also were more subject to these disorders than were the smaller outlying colleges.

There are other reasons for not letting publicly supported universities grow to thousands of students while others could, at less expense, absorb additional students. A greater dispersion of higher education throughout the state will be in the public interest by serving more students near home. But it must not be accomplished by taking funds away from the state colleges and university. It would not be prudent to starve these institutions to assist others, no matter how valid or urgent the latters' claims may be. Effective and objective planning should enable the state to sustain the existing institutions at a high level of efficiency while at the same time providing aid to public institutions which will enhance the total program of higher education for the citizens of the state, no matter where they live. But this goal can only be reached if the state makes use of existing facilities and staffs rather than duplicating them at prohibitive expense in new institutions. State institutions should be given additional funds to improve existing programs and to establish new ones related to those they have. Where private colleges offer suitable instruction to fewer students than could with only nominal additional expenditures be accommodated, the state ought to provide appropriate subsidies to absorb those students.

Generalizations

The figures indicate clearly that the enrollments in the private colleges of Minnesota have been falling in terms of the percentage of all students served while the percentage of students enrolled in publicly supported institutions has been rising.

It should be pointed out, however, that the enrollment in private colleges has risen by nearly 10,000 students in the past decade. An important matter connected with the number of students which the private institutions may reasonably expect to enroll in the coming years is their capacity to take in many more students with their present facilities—something over 2,000 without large additional costs of operation. The evidence is clear that with these additional students and an improved holding power, the private institutions could not only serve many more young people but they could also improve their own economic condition in doing so.

At present the graduate enrollment in the private sector of higher education in Minnesota represents only a very small percentage of the total. The panel believes

[2]Buildings and equipment only.

*_Report of the Faculty Committee on the Quality of Undergraduate Instruction,_ Submitted to the Faculty of Cornell University, October 11, 1965, pp. 5, 6, 19.

strongly that in the visible future these institutions should not undertake any graduate program beyond the master's degree and, even in the case of the master's degree should be certain that they have the physical facilities and the faculty to sustain such a program.

The panel observes that even though the private institutions of higher education continue to serve thousands of young people who live in Minnesota, it also in 1968-69 had an out-of-state enrollment of 42 per cent of the total. This fact should be born in mind when the Legislature is considering enlarging the state aid both to students and to institutions. The Minnesota private institutions can obviously add many in-state students without turning the colleges into parochial or provincial institutions.

Serious consideration should also be given to the percentage of students who migrated into the private institutions from out of the State of Minnesota in the academic year 1968-69. This percentage is considerably larger than the percentage of young Minnesotans who migrated out of the state. The economic balance, therefore, is greatly in favor of Minnesota because these out-of-stater's obviously bring in considerable money during their student residence in the state. The fact should also be kept in mind that many of these young people who come from other states remain in the state after graduation and thus add a considerable reservoir of talent in the economic and social life of the state.

The evidence is clear that students attending Minnesota private colleges rank higher than others in terms of scholastic aptitude test scores and high school rank. The panel would not suggest that the quality of students should be lowered in the private institutions. Yet it is constrained to observe that, given the falling birthrate, competition for the upper 20 per cent of students will increase in the next decade causing a decrease in the percentage of students at this level which any particular institution will be able to attract. The panel is of the view, therefore, that Minnesota private institutions of higher education should concentrate on admitting more students of promise who may not stand in the very top levels of aptitude test scores. The experience of these institutions in past years shows clearly that, with suitable instruction, many students who do not fall in the highest grade levels in high school succeed well in college and also gain prominence in later life.

Curricular Programs, Degrees, and Academic Calendars

The most obvious finding with regard to courses and programs in the private institutions relates to the tempo of change. Courses and programs were added, some were expanded and improved, and in some cases new facilities were provided. In fact, 59 new major fields of study were launched in these institutions in the past decade. Another important related fact is the absence of any discernible trend in the development of new programs or in those that have been discontinued.

The panel sympathizes with the view that institutions of higher education of any kind should be alert to the changing conditions of modern society and should when possible redesign their programs to meet these needs. It offers a word of caution, however, about the addition of major specializations which will require considerable and often very costly additions of personnel and facilities. It is a well known fact that the most costly operation of smaller institutions relates to the offering of advanced specialized work beyond the sophomore year needed for a major. When new programs are added which may be attended by only three, four or five undergraduates, the institution should know that it is adding a very large burden to its operating expenses. Unless special funds are available to provide this kind of service, the end result will be an adulteration of the total program of the institution. Therefore, the panel would suggest that, in launching new programs, institutions integrate them with existing offerings so that no new departments and no new faculty members will be required. Moreover, in view of their economic stringencies, most private institutions of small size would do well to examine their present offerings to see which could be dropped because of small enrollments. Furthermore, steps should be taken to improve and strengthen the remaining programs and thus attract more students to superior courses of study.

The panel feels that the private institutions might make a greater effort to articulate their upper two-year programs with the offerings of the community colleges, especially those in close proximity. The community college is the fastest growing institution of higher education in America. This trend to a degree is already reflected in the two-year institutions in Minnesota, but it probably will become a large component in the years ahead. Many very competent students leave the community college with only an associate in arts degree or certificate. This is a prime field of recruitment for the four-year institutions which might take the better students from the community colleges into their major programs and thus increase the size and reduce the cost of their advanced courses.

The panel has observed that many of the private colleges in Minnesota have extraordinarily strong programs of instruction in certain areas. It would be the panel's opinion, therefore, that these institutions continue to strengthen the programs in which they already are clearly outstanding and not add exotic or highly specialized new programs such as those in urban living and ethnic cultures.

The Faculty Member in Minnesota Higher Education

The private colleges in Minnesota appear to have an

adequate staff of qualified faculty members to serve their present enrollments. Many of the presidents reported that in the recruitment of new faculty members they sought men and women who were dedicated to undergraduate teaching. The panel applauds these efforts and suggests the continuance of the search for younger faculty members who may not yet have established reputations in research and who may, in fact, want to dedicate their lives to teaching. In future recruitment policies, it would be wise to select younger members of the staff who are interested in giving instruction in the broader introductory courses for undergraduates rather than the highly specialized instruction needed only by majors in a specialized field.

In the matter of making teaching attractive, the panel observed that fringe benefits in these institutions in 1969-70 were approximately 10 per cent in all ranks except the rank of instructor where the percentage was even smaller. The panel believes that this percentage is too small to attract and keep some of the more capable people and suggests that the institutions may want to increase their fringe benefits. The salaries for upper ranking faculty members are also somewhat lower than in a number of other institutions. It is not uncommon nowadays for professors to receive salaries of $20,000 even in institutions that cannot claim the distinction of being some of the nation's most renowned centers of learning. Ten per cent of turnover in the average institution is not extreme, but it would be the opinion of the panel that if the fringe benefits and the salaries for faculty members in the upper ranks were increased, the holding power of a number of institutions would be enhanced.

Libraries

The panel concluded that in the main, the libraries in these institutions are quite satisfactory for the teaching programs which they offer. The cooperative arrangements under which items that cannot be supplied by one library are obtained from another are to be commended and should be increased.

The strength of the total library resources in the Minnesota colleges is increased by quick interchange of library holdings. Although some librarians reported weaknesses in certain fields like the humanities and behavioral sciences, other librarians reported that these were their strengths. Consequently, by an interchange of services a total range of books and periodicals could be made available to all students.

Physical Facilities

The panel is impressed by the fact that over 50 per cent of the present physical facilities are declared by the presidents to be in excellent condition and thoroughly serviceable in the immediate years ahead. They have also pointed out, however, that 25 per cent of their buildings were obsolete and would need to be replaced in the next ten years and another 25 per cent at present need to be replaced, renovated, or otherwise improved. In view of the costs of building academic structures in this decade and in view of the fact that these colleges are unlikely to get large sums from individual donors for new buildings, the panel assumes that some of these institutions, at least, will not be able to increase and improve their physical facilities without public help. It is evident from the record that Federal loans have been extremely helpful to private colleges and universities, especially in the erection of dormitories. If the private colleges of Minnesota are successful in attracting more students, as many hope to do, and these students cannot be accommodated in existing facilities, considerable sums will be required to house them. A large proportion of the funds for this purpose will have to come from public sources.

A review of the utilization of existing buildings suggests that as far as classroom buildings are concerned many institutions could accommodate more students without considerably increasing the cost of operation. In fact, better utilization would decrease the unit cost of instruction. The panel suggests, therefore, that continued studies be made of the utilization of physical facilities in order to maximize their use and thus reduce operating expenses. It is true that less adequate utilization of space frequently means that students are instructed in smaller groups and, consequently, given more individual attention. The panel approves of this kind of personalized instruction, but it also believes there is a point below which the institution cannot go in size of class without impairing its fiscal viability.

The financial conditions of the private institutions of Minnesota reflect the same difficulties found elsewhere in the country. In the first place the total annual revenues increased by 141 per cent over the eight years from 1960 to 1968, but, unfortunately, the grand total of expenditures increased 152 per cent for the same period. This is one of the serious difficulties in which private institutions find themselves; namely, the cost of operation and plant replacement have been outrunning the increases in income from fees and gifts. One of the most trying problems is related to student tuition fees. According to the record, in the eight year period from 1960 to 1968 the revenue from full-time students increased 65 per cent. The panel understands the need for raising tuition to offset the increased costs of operation. It does raise a question, however, as to how long this rise in cost can be offset by tuition fees without pricing the private institution out of the market. It suggests that every means must be employed to keep the cost of operation at a minimum.

Unless state or federal scholarships can be provided, matched by some aid directly to the institution, the tuition fees will doubtless have to continue to rise. It is

very important, therefore, that the Commission give consideration of types of aid that will both improve the likelihood that young people can receive a college education in one of the private institutions and at the same time offset the additional costs of instruction and auxiliary expenses by a grant to the institution.

The panel was distinctly of the impression that the maintenance of buildings could not properly be sustained within the present expenditures. They are of the opinion that at least 15 per cent of the total budget ought to be set aside each year for maintenance. They are also of the opinion that the overhead, especially in some institutions with few students, is too large. Careful scrutiny should be given to the administrative staff members employed and the teaching personnel to see that all are needed to keep the institution functioning efficiently.

The panel observed that the total institutional indebtedness for the private institutions in Minnesota for 1968-69 amounted to more than $7 million and that the indebtedness has been increasing rapidly in recent years. These figures are also borne out by the fact that in 1960-61 the indebtedness of all amounted to 13 per cent of their assets while eight years later this figure has risen to 18 per cent with a consequent increase in the burden of interest on loans. There is a question whether these institutions can continue imposing upon themselves long-range payments for borrowed funds.

Like their sister institutions in other states, one of the principal problems these colleges will have to deal with is the matter of continuing to attract students. If they are to offer the necessary range of instruction many of them will have to increase their enrollments in the next decade. The state can help materially in this respect by providing substantial student aid to any student who can be admitted to a private institution.

It should be pointed out in this connection that some institutions may be becoming too selective in their admissions standards. The number of students in the nation at large standing in the upper 10 per cent or 15 per cent of their high school graduating classes is, of course, limited. The competition for these students under scholarship programs has intensified in recent years. In the future the various 2,000 competing institutions will not be able to get sufficiently large numbers of students from these high quality groups to provide adequate enrollments for all. Consequently, colleges ought to reexamine their admissions policies to see if they are realistic in view of the available supply of superior students. There is considerable evidence that students in the upper 50 per cent of their classes can with efficient instruction do college work of better than average quality. Institutions should accept these students and give them the kind of instruction they need.

Institutional Cooperation

The panel was impressed by the fact that institutional cooperation is and has been a common practice among the colleges and universities of Minnesota. Indeed some of these programs of mutual help go back as far as the early 1900's. The panel commends this type of relationship and strongly urges that it be extended wherever possible. One of the problems the private colleges mention is concerned with the offering of new and socially needed types of instruction which may be prohibitively expensive for a few students. If, however, several institutions can consolidate their resources and merge their classes they could offer such instruction without excessive cost.

Most such cooperative arrangements now exist between two or more private institutions. It has been reported that, under the present law, public funds cannot legally be used by the publicly supported institutions to render service to private institutions through cooperative arrangements. This is a matter to which the Minnesota Legislature should give early attention. The University of Minnesota has programs of high quality in a variety of fields which could be extended to private institutions with little additional expenditure of funds. This is especially true in their upper divisions where private colleges may not be able to afford instruction for a few students. In some cases it would doubtless be a saving to the state to have these students remain in the private institutions while receiving instruction offered jointly by that institution and the University of Minnesota. Such an arrangement might make it unnecessary to expand the offerings on the main campus of the University, or to provide the same instruction at unjustifiable expense on a private college campus. The panel is convinced that the presidents of these institutions have considered seriously the various forms of cooperative arrangements that might be feasible. The fact that 45 per cent said that they would like to consider even merging their institution with another reveals how serious they consider their situation to be. It may be that such mergers will eventually be required to sustain economic operations or even for survival. The panel believes at present that many of the same benefits could be gained by closer cooperation and by reducing the number of uneconomical units that some of the private institutions now sustain or contemplate adding.

Plans for the Next Decade

Many of the private institutions have done considerable planning for development of their student bodies, their faculties, and physical facilities in the next decade. Planning includes concerns for such developments as enrollments, especially in the upper division years, organizing cooperative programs with other institutions, re-examining their purposes and programs to determine whether the institution is equipped to attract as

many of the kinds of students it wishes, and if not what changes should be made to achieve this end.

The panel wishes to commend the institutions on their decision not to plan to offer any graduate instruction or degrees during the next decade, but instead to increase the quality of their present undergraduate offerings. It is an incontrovertible fact that graduate programs are much more expensive than undergraduate programs, sometimes three or four times as costly. Moreover, the introduction of graduate instruction with its elaborate array of specialized instruction and facilities changes materially the character of the faculty and the undergraduate programs. The private colleges of Minnesota would do well, therefore, to continue to concentrate their efforts and their resources at the undergraduate level where they have been rendering outstanding services for many years.

The panel wishes to endorse the view expressed by several presidents that before making any additions to their present curricular offerings or other services, they intend to scrutinize very carefully what they are now doing with the aim of improving their present offerings and services without expanding into new areas of instruction.

The panel believes that over the past hundred years the private institutions of Minnesota have made an immense contribution to the political and social life of the State. The panel further believes that these colleges can continue to make a significant contribution to the economic, social, and political life of the state. This goal can only be reached, however, if the institutions define exactly what they want to do, determine what resources are available from various sources to render these services, and keep a constant watch on the quality of their instruction and other services so that they will, in fact, be offering superior instruction to their constituencies. If the necessary resources can be gained from the State of Minnesota, from the Federal government, and from increased support from private donors, corporations and the alumni, the private institutions can continue to offer educational programs of high quality. With inspired and dedicated leadership in these institutions, there is no reason why they should not look forward to many years of superior service to the young people of Minnesota and to the country at large. The recommendations of the panel concerning the types of alternative programs of state aid it considers necessary and desirable follow in the next chapter.

CHAPTER II RECOMMENDATIONS

Introduction

If we accept the proposition that state government cannot afford to be indifferent to the survival and the satisfactory performance of privately sponsored institutions of higher education, we must then answer the question: "What should state government do now?" In the past, state governments in the United States have provided indirect and modest forms of assistance to private colleges. The time has come when these partial efforts must give way to more comprehensive and positive actions. Otherwise, private colleges may in large part disappear from the educational scene in this country by 1980 and state governments will have to assume the expense of higher education for all American youth who should be afforded the opportunity for the higher learning.

In the past, the State of Minnesota like other states has encouraged privately sponsored higher education in two ways. The state has directly chartered private colleges or has permitted incorporation as non-profit educational corporations. Thus the entity of the private college has been given legal status and recognition to engage in educational service. Secondly, the state has given the nonprofit private educational corporation the privilege of exemption from the general property tax on the real property used in performing educational service. The non-profit educational corporation has also been exempt from income taxes and some other forms of taxation. These privileges acknowledged the public interest served by privately sponsored colleges and universities. Yet these privileges are today insufficient to sustain the operations of these colleges and universities.

Alternatives of Action to Assist Private Higher Education

There are several kinds of action which the State of Minnesota might undertake in order to assist private institutions in continuing to perform their important instructional service for youth in the state. Part or all of these actions to the extent desired and to the extent feasible of execution should be considered in terms of assisting the State of Minnesota to provide educational opportunity for its youth.

1. The enrollment growth of public institutions of higher education should be carefully planned and some limitations in enrollment size might be specified and enforced for the senior public colleges and universities. In the past, state planning for public higher education has tended to proceed upon the basis that every qualified high school graduate who desired to enroll in a public senior college should be enabled to do so. The great enrollment expansion of public higher education which took place during the 1960's was predicated upon this proposition of student accommodation.

It is questionable whether or not state planning in higher education should continue upon this same basis during the decade of the 1970's. The consequence is larger campuses and growing alienation on the part of many students. If more public institutions are built, there are additional expenditures in capital facilities and operating costs to be met. An alternative choice is to encourage increased enrollment in private colleges and universities.

2. Undoubtedly a major factor in encouraging the enrollment growth of public institutions of higher education during the 1960's was the widening differential in student charges between the public and private institutions. State governments have provided youth a positive economic incentive to enroll in public higher education in preference to private higher education. This widening differential should be reduced if private higher education is to have an opportunity to expand and to continue to operate.

The low tuition charge of public higher education was a proper policy choice for state government during the last forty years of the Nineteenth Century and the first forty years of the Twentieth Century. Today the question needs careful consideration whether or not this is the appropriate policy choice for the final thirty years of this century. Should the State of Minnesota continue to provide low cost higher education to every youth who wishes to take advantage of this low cost regardless of his or her family income status? And should the State of Minnesota provide low cost higher education to every student who wishes to take advantage of such low cost at the price of eliminating private colleges and universities?

At the undergraduate level of instruction—we wish to emphasize that these observations are restricted to undergraduate instruction and are not intended to be applied to graduate and graduate professional education —there is an alternative procedure available for state planning today. That procedure is not to subsidize every student by means of low cost tuition at public colleges and universities but to subsidize only the student from low income families. If tuition charges were increased substantially for undergraduate students at public institutions, more students and their families might give greater consideration to the possibility of enrolling in private colleges and universities.

3. If tuition charges for undergraduate education at public institutions of higher education were to be increased substantially, then the State of Minnesota would need to embark upon a more extensive program of student financial assistance than now exists. It would be necessary to provide adequate financial assistance to every qualified Minnesota undergraduate student in

terms of his or her family income status. Such a student financial assistance program would permit greater freedom of choice in selecting a college or university to attend than is available at the present time. In order to obtain the financial assistance of low tuition charges, a prospective student has no choice except to enroll in a public college or university. If the prospective student is to be given real freedom of enrollment choice, then the tuition charges of public and private institutions must be brought closer into line with each other and the student must be subsidized according to his economic need so that he or she can meet those charges.

4. If private colleges and universities are to be able to expand their enrollment in the decade of the 1970's, certain improvements in their capital plant facilities will be essential. The obsolete buildings fifty or sixty years of age will generally need to be replaced. Plant resources in other instances may not be well suited to current instructional practices and requirements. And, of course, as enrollment increases, additional capital facilities will be necessary. There are two ways in which the State of Minnesota might provide capital plant assistance to private colleges and universities. One method is for the state to establish a higher education facility commission or authority to build needed facilities for private institutions on a revenue bond basis. This practice is now being followed in a number of states, including New York and Ohio. The arrangement means that a private institution must have the current income sufficient to meet the debt service costs of this financing, these costs usually being labeled "rent" during the period when the indebtedness is being paid off.

A second method is for the state to make outright grants for new facilities in a manner comparable to the procedure set up the Federal gc ment under the Higher Education Facilities Act of 1963. The procedure has certain difficulties other than that of constitutional validity such as was raised in Maryland. Facility grants entail a considerable amount of supervision of construction, including concern about "economical" design. Moreover, capital plant financing by state government often encounters the complexity of state constitutional provisions relating to the debt level of state government. It would appear that revenue bond financing may well be the preferable procedure.

5. Apart from financial assistance directly to students, the State of Minnesota might give careful consideration to the desirability of direct financial assistance to the private institutions themselves. There are at least three different ways in which such direct assistance might be provided. One method would be the grant per degree awarded, as has recently been undertaken in New York. A second method would be for the Minnesota Coordinating Commission to be authorized by law to enter into contracts for instructional services to be rendered by private colleges and universities. A third method would be to authorize the Coordinating Commission to provide instructional supplements to private colleges and universities as they expand their enrollment of Minnesota students during the 1970's.

The direct grant per degree awarded by institutions does have certain disadvantages as a procedure. It discourages institutions from enrolling high risk students who may not persist in their instructional program until graduation. Since the institution does not receive financial assistance except for graduates, this arrangement provides no funds for those who are enrolled but do not graduate. In addition, the direct grant to private institutions may encounter constitutional objection in those instances where a private college is church related.

The contract device has both advantages and disadvantages as a procedure. The State of Minnesota would purchase instructional services rather than simply make grants in support of such service. The difference between a contract and a grant may be an important constitutional distinction. Furthermore, the instructional contract permits the state to determine what programs of instruction are needed to meet the educational interests of students and the manpower requirements of society. The contract ensures that Minnesota students will be enrolled in desired numbers and that payment for services rendered will be provided on a per student enrolled rather than on a per degree awarded basis. The contract device may give consideration to debt service costs as well as current operating costs. The contract may have the disadvantage of requiring a setting of priorities among institutions in the number of students and the programs of instruction thus to be assisted.

It must be added that in the judgment of this Panel the contract arrangement appears to be preferable to the direct grant based upon degrees awarded.

A fourth possibility is for the State of Minnesota to provide supplemental instructional grants to institutions for the students receiving student assistance. The primary justification for this practice is to recognize that students enrolled from lower income families will require substantial reinforcement or development assistance in addition to financial assistance. We do not do any major service to students from lower income families by encouraging them to attempt higher education and by giving them financial aid unless we also provide some kind of instructional assistance as well. We would emphasize that instructional assistance is an essential concomitant to a program of financial assistance for students from lower income families. And such instructional assistance must be provided on a substantial scale.

In this discussion we wish to make clear that our attention has been concentrated upon undergraduate

education at the associate degree and baccalaureate level. We have not been considering what may be needed at the graduate and graduate professional levels of instruction. We have been concerned with undergraduate instruction because Minnesota's private institutions are primarily engaged in undergraduate programs, because the future enrollment needs of Minnesota institutions of higher education appear to be most pressing at the undergraduate level, and because methods appropriate to meeting these undergraduate needs are not necessarily those most appropriate to graduate and graduate professional instruction.

The Obligations of Private Institutions

Up to this point we have been outlining actions which might be taken by the State of Minnesota to assist private colleges and universities to increase their enrollment during the 1970's and to continue to operate as a viable component part of the state's higher education structure. This emphasis upon state government action is only one part of the story. There is and must be a correlative obligation on the part of the private institutions as well. It is time to turn to these considerations.

First of all, if the private colleges and universities of Minnesota are to turn to the state government for financial and other assistance in performing their instructional endeavors, then these institutions must assert the primacy of the public interest above any more narrow group, special, or sectarian interest. No private college or university in Minnesota should be compelled to accept state government guidance or financial assistance. But once financial assistance is accepted, state government planning and coordination affecting private institutions even as these affect the public institutions must be accepted and supported.

There is no such thing as public funds without a string attached. There can be no such thing as a public funds expended for a private purpose. In government in the United States, the public interest is paramount and must at all times be sought and articulated.

Secondly, private institutions of higher education obtaining public financial assistance will have to be more careful and more comprehensive in the future than perhaps they have been in the past in defining their educational objectives. As just suggested, these objectives furthermore must be considered and expressed in terms of the public interest. There appears to be some question whether or not private colleges and universities have given as careful attention as they might to their general educational policies, to the purpose of their instructional programs, to the needs of the students to be served by these programs, to the market or potential supply of students sought to be enrolled and to the post-baccalaureate careers of their graduates. Educational policies express the value commitments of an institution of higher education. Instructional programs express the goals to be achieved by the process and technology of institutional endeavor. Neither policies nor programs are descended from elsewhere; they are determined by men, and the more thoughtful and purposeful the determination, the greater the prospect for effective and efficient utilization of all available resources.

Thirdly, the private colleges and universities who wish to obtain state government assistance must expect to commit themselves to enrollment expansion during the decade of the 1970's. The extent of this enrollment expansion will depend upon varying circumstances: enrollment needs as projected by the Minesota Coordinating Commission, instructional programs, student interests, institutional costs and resources. This enrollment expansion will necessarily be directed primarily at serving Minnesota students, since these are the first concern of state government. This enrollment expansion must also be directed at serving students of minimum rather than maximum qualifications for higher education enrollment. Many private colleges and universities in the 1960's were more concerned to be highly selective in their choice of students than to be socially useful in meeting a wide spectrum of student interests and needs. These circumstances cannot continue when a new relationship between private institutions and state government is brought into being.

In the fourth place, private institutions of higher education should begin a careful effort to reduce their expenditures per student. Enrollment expansion will assist in this objective. The general administrative or overhead expenses of many private colleges are unreasonably high. Economics in the instructional process and in the prevailing instructional technology may also be achieved. The instructional expenditures for undergraduate education by Minnesota's public colleges and universities tend to be less than those of private colleges and universities. It is not desirable public policy for the State of Minnesota to provide financial assistance to private colleges and universities so that they may continue to provide high cost higher education, higher cost than that provided the students enrolled in public institutions.

In the fifth place, as private colleges and universities begin enrollment expansion, as state government begins indirectly or directly to assist their operations, and as economies in expenditures per student are realized, the private colleges and universities in Minnesota should accept as one of their major objectives to reduce their instructional charges to students. At the minimum, the objective should be to stabilize the instructional charges to students at approximately their current levels. Unless such an objecive is actually sought, enrollment expansion and instructional economy will not be helpful in

expanding enrollment opportunity for the youth of Minnesota.

It seems to the Panel that unless obligations of these kinds are acceptable to private colleges and universities in Minnesota, these institutions will be doing themselves and the people of Minnesota a disservice in asking and in obtaining various forms of state government financial assistance. Indeed, acceptance of these obligations by private institutions of higher education must be more than routine, must be more than half-hearted and must be more than casual. Such acceptance must be embraced with vigorous determination to meet the spirit of these obligations.

Conclusion

Throughout the history of American higher education, the needs of society have been met by privately sponsored colleges and universities and by publicly sponsored colleges and universities. This has been a partnership in service, even if the partnership was never planned as such.

In our day, the technology of all kinds in society has moved beyond the stage where individual initiative and effort alone can guarantee fulfillment of all social needs. Especially does this situation appear to obtain in higher education. The assumed and workable partnership of the past may need to be replaced by a planned partnership of the future.

The alternatives of action by the State of Minnesota outlined herein, and the obligations of the private institutions of higher education which must accompany such action, point the way to a new inter-relationship between public and private higher education in the decade of the 1970's which can only result in better, more effective, and more efficient higher education service for all the citizens of Minnesota.

PART II

THE PRESENT CONDITION AND FUTURE PLANS OF MINNESOTA PRIVATE HIGHER EDUCATION

The remainder of this report was prepared by
Everett G. Beckman, Ph.D., Project Coordinator

CHAPTER III BACKGROUND

Introduction

When Minnesota became a state, May 11, 1858, private colleges were already established in the Territory. With few exceptions, the Christian church in one form or another became the sponsoring organization for the private institutions of higher education in Minnesota. Although they have tended to emphasize the liberal arts, there is presently a variety of private institutions with diverse offerings. There are both two-year schools and four-year institutions, with a small number offering graduate programs. Students can enroll in Bible colleges, an art college, a seminary or a law school and still remain within the private sector of higher education in Minnesota. Available also are coed institutions, men's colleges and women's colleges. Protestant-related institutions, Catholic-related colleges and nonsectarian institutions await the potential student. There are Minnesota private colleges that are recognized as pacesetters for the country, and others that are less pretentious; each in its own way attracting youth who seek self-fulfillment as well as necessary knowledge and skills. In this chapter, the background of Minnesota private higher education is looked at through institutional origins, characteristics and alumni.

Institutional Origins*

Three existing private colleges were established during the 1850's (see Table 1). Hamline, established in 1854, is the oldest college in Minnesota. Named after a Methodist bishop, Hamline is today associated with the United Methodist Church. Its charter specified that it should be located at some point on the Mississippi River in order to make it accessible by water. Located about midway between the Twin Cities, it has maintained an emphasis on the liberal arts. Two Catholic colleges under Benedictine control also date from the 1850 decade. St. John's, a men's college, has been referred to as "one of the liveliest Catholic universities in the land." It was founded by Benedictine monks who came to Collegeville to care for the German Catholic immigrants. Nearby is St. Benedict's, a Catholic liberal arts college for women. An early publication stated that "every useful and ornamental branch of education suitable for young ladies" was to be offered. Today, this Benedictine institution is controlled by a board of trustees comprised primarily of laymen.

In the 1860's, four present-day institutions had their origin. Gustavus Adolphus College, St. Peter, Minnesota, was originally begun in Red Wing by the Reverend Eric Norelius. It has maintained a strong liberal arts emphasis, with "worship an inherent part of the . . . educational program." In addition to exploring a broad field of knowledge, students are expected to develop depth in a major field along with learning to adapt to changing situations and new knowledge. The College is supported by the Minnesota and Red River Valley Synods of the Lutheran Church in America. One seminary has its roots in the Civil War era. The United Theological Seminary of the Twin Cities is the outgrowth of two previous institutions. According to its bulletin, "to enroll at UTS is not so much to arrive at a destination as to engage in an expedition." Associated with the United Church of Christ, the seminary has developed an ecumenical emphasis with an openness to various advisory groups from the larger community.

*Statements quoted are from college bulletins.

TABLE 1

INSTITUTIONAL ORIGIN BY YEAR IN CHRONOLOGICAL ORDER

Name	Year Began
Hamline University	1854
St. John's University	1856
College of St. Benedict	1858
Gustavus Adolphus College	1862
United Theological Seminary of the Twin Cities	1862
Carleton College	1866
Minneapolis College of Art and Design	1866
Bethel College	1871
Augsburg College	1872
Macalester College	1874
St. Olaf College	1874
Luther Theological Seminary	1876
Dr. Martin Luther College	1884
College of St. Thomas	1885
Concordia College (Moorhead)	1891
Concordia College (St. Paul)	1893
St. Paul Seminary	1894
William Mitchell College of Law	1900
College of St. Catherine	1905
College of St. Teresa	1907
College of St. Scholastica	1909
Bethany Lutheran College	1911
St. Mary's College	1912
Minnesota Bible College	1913
St. Paul Bible College	1916
Crosier Seminary and Junior College	1922
N. W. Lutheran Theological Seminary	1922
North Central Bible College	1930
Corbett College	1956
St. Mary's Junior College	1964
Lea College	1966
Golden Valley Lutheran College	1967

Carleton College of Northfield was founded by the General Conference of the Congregational Churches of Minnesota. After the first year, there were no denominational requirements for trustee membership. Named after William Carleton of Charlestown, Massachusetts, an early benefactor, the College emphasizes "moral sensitivity, intellectual excellence and commitment to goals which extend beyond the self." Adding variety to the kinds of institutions beginning in the 1860 decade, the present faculty regard the Minneapolis School of Art and Design "as an international college" where "the imaginative idea is encouraged and stimulated but must grow from a solid base." Students have responsibility "to the past, to discipline, to craftsmanship and to certain fundamentals of organization."

More existing colleges emerged in the 1870's than any other decade. Bethel College gives emphasis to the liberal arts. It is owned and operated by the Baptist General Conference of America. Bethel College and Bethel Seminary share the same campus and administrative offices. The seminary, originally associated with the University of Chicago, was begun to provide a trained ministry for Swedish immigrants who were forming Baptist churches in America. In the College "an effort is made to combine the high ideals and the experienced reality of the Christian faith with the best aims and services of scholarship."

Augsburg is an urban college; it has both opportunities and challenges at its doorsteps. An effort is made to relate to the urban culture in varied educational, social, cultural and religious aspects. Augsburg is the outgrowth of "Lutheran immigrants from Norway who sought to play a creative role in American life and society." Named after a generous donor, Charles Macalester, of Scottish ancestry, Macalester College is associated with the United Presbyterian Church. Four ingredients are considered essential for the student who measures up to the ideals of Macalester. He should have some education in depth, sufficient breadth to relate to his total environment, and involvement in pertinent problems of the world. Beyond these three emphases, the student is encouraged to develop independent thought and action.

St. Olaf is a liberal arts college associated with the American Lutheran Church. "It seeks to graduate students who are morally sensitive and theologically literate." Three emphases are stressed for the student: self-understanding, vocational usefulness, and responsible citizenship. St. Olaf is recognized as a center for the study of Scandinavian culture. In addition, much attention has been brought to the college because of its outstanding choirs and instrumental organizations. Resulting from the merger of three seminaries is the Luther Theological Seminary, owned and operated by the American Lutheran Church. "The theological position of the Seminary is distinctly Evangelical and Lutheran." The school is the product of Norwegian Lutheran immigrants.

The 1880's bequeathed only two colleges to the present. Dr. Martin Luther College is a four-year teacher education institution of the Wisconsin Evangelical Lutheran Synod. The function of this college is to serve the church by educating men and women exclusively for the teaching ministry of the Synod's day schools. The College of St. Thomas is a Catholic liberal arts college for men, providing Christian leadership for all walks of life. Students "are expected to know and honor God, edify our fellow men, and save our immortal souls by working in all levels of society." St. Thomas was founded by Archbishop John Ireland while he was the spiritual leader of the St. Paul Archdiocese.

In the first half of the 1890 decade, three institutions were founded. Concordia College at Moorhead is sponsored by the American Lutheran Church. There is a continuous attempt "to synthesize the Christian and intellectual aspects of the training of men and women." According to the philosophy of this college, "there is no place for a division between secular and religious subjects." The College was founded by Lutherans in the Red River Valley for the purpose of giving instruction to the sons and daughters of pioneers and immigrants. Concordia College of St. Paul is affiliated with the Lutheran Church-Missouri Synod. The first four-year graduates completed their work for the 1964 graduating class. Earlier, Concordia was a two-year institution and prior to that a preparatory school. "The aim of Concordia is to present to society its graduates as liberally educated and mature men and women." The products are urged to be "good citizens, worthy neighbors and fine Christians." St. Paul Seminary "is the Seminary of the Archdiocese of Saint Paul, conducted by diocesan priests for the education of candidates for the diocesan clergy." It is "the chief aim of the Saint Paul Seminary to provide high spiritual and intellectual standards of training for the priesthood."

With the opening of the 1900's, a law school emerged along with three Catholic colleges for women. William Mitchell College of Law is the only evening law school in the area embracing the states of Wisconsin, Iowa, Minnesota, North Dakota, South Dakota, Nebraska, Montana and Wyoming. It was named after Justice William Mitchell, Associate Justice of the Minnesota Supreme Court. The aim of the College is to provide "legal training comparable to that provided by the best day law schools."

The College of St. Catherine is a Catholic liberal arts college for women. It was founded under the patronage of Archbishop John Ireland, who named the college. Located near St. Thomas College in St. Paul, there is much cooperation between the two insti-

tutions. The College seeks to stimulate intellectual and creative inquiry and to encourage mature dedication to the Christian life. The College of St. Teresa, a college for women, was founded by the Sisters of St. Francis; the institution had its start in Rochester and later moved to Winona. The Teresa philosophy emphasizes that the vocation of the student is learning and her goal is truth. Founded by the Benedictines, St. Scholastica is a Catholic women's college open to students of all faiths. Four objectives help to focus the liberal arts program and philosophy for the students: intellectual challenge, a sense of values, social awareness, and professional responsibility.

The Minnesota two-year college with the longest history is Bethany Lutheran College, beginning in the early years (1911) of the present century. It is associated with the Evangelical Lutheran Synod. With major focus on the liberal arts, there is the Christian influence in environment, service and courses that receives constant attention and evaluation. Bethany is located in Mankato and for many years has been coeducational. The Christian Brothers sponsor St. Mary's College in Winona. This Catholic college for men emphasizes the spirit of searching inquiry. With a dynamic forward thrust, the institution expects to expand enrollment greatly in the next few years. Encouraging experimentation, the College is engaging in the use of computers for long-range planning. This institution has an ecumenical emphasis and is open to people of all faiths. Minnesota Bible College is a four-year coeducational institution. The Bible is central to the philosophy of the institution; it is used to integrate courses and life on the campus. Founded by a minister, the College has been under the management of the International Bible Mission since the 1920's. Under the sponsorship of the Christian and Missionary Alliance Church, St. Paul Bible College is coed and offers four years of college level work. It is organized to provide training for a wide variety of Christian workers in the home and foreign mission fields. This college like several others was founded by a minister.

Two institutions emerged out of the 1920 decade. Crosier Seminary and Junior College is one of the country's largest "minor" seminaries. It is associated "with Crosier Monastery and is conducted by the Canons Regular of the Holy Cross (the Crosier Fathers)." Crosier is a junior college for young men who are interested in the diocesan or religious priesthood as possible vocations. Northwestern Lutheran Theological Seminary is an institution of the Minnesota Synod and the Red River Valley Synod of the Lutheran Church of America. Its purpose is to "promote and maintain confessional Lutheranism."

One institution dates from the 1930 decade and none from the 1940 decade. North Central Bible College is owned and endorsed by the Assemblies of God. It is a terminal undergraduate school of theology. A Bachelor of Arts degree is offered because of the large amount of general education courses that are required.

Corbett College was named to honor the Most Reverend Timothy Corbett, first bishop of the Crookston diocese. Corbett assumed the status of a Sister Formation junior college in the fall of 1957 and recently has merged with St. Joseph College. A transfer relationship exists with the Catholic University of America, and the College is making significant progress toward regional accreditation. It is a two-year junior college emphasizing the liberal arts.

Originating in the 1960's, St. Mary's Junior College specializes in technical education in the paramedical fields within a junior college setting. The College aims to give the student "an opportunity to develop his God-given talents and utilize them in the service of man." The graduates are prepared for immediate employment. St. Mary's is operated by the Sisters of St. Joseph of Carondelet, and is located in the Twin Cities Metropolitan area.

Lea College located in Albert Lea desires "to be a pioneer in the development of creative, imaginative and relevant educational programs." Located on an 837 acre campus, Lea College attracts a high percentage of students with modest academic credentials. "The academic program is designed to bring about intellectual competence, familiarity with the learning process, skill and knowledge in special fields." Its goal is "fullness in living and learning together," within the context of a nonsectarian institution.

The most recently developed institution is Golden Valley Lutheran College. It seeks to provide higher education in harmony with the Christian faith as taught by the Lutheran Church. Golden Valley is associated with the Lutheran Bible Institute of Minneapolis, a branch of the Lutheran Bible Institute of America, a Minneapolis Corporation.

Characteristics of Private Higher Education

The leaders in the private institutions were asked to reflect upon the historical and present characteristics of private higher education in the State of Minnesota and comment upon those characteristics that make it worth preserving and supporting with public funds. Their replies are summarized in the following nine points of emphasis.

1. It preserves greater diversity and specialization in heritage, goals and objectives. Private schools are built upon a variety of philosophical foundations. They preserve cultural and ethical values basic to the Judaeo-Christian heritage in Western Civilization.

2. Private education keeps competition viable. Monopoly in higher education by the state may not pro-

duce the best commodity. Cross-fertilization between competing institutions is basic to a free society.

3. Private education makes available high quality instruction to the undergraduate. By concentrating on the early years of higher education, students need not wait for graduate study to have outstanding teachers.

4. Private institutions are often less beholden to outside pressures than public institutions. Multiple sources of support make possible the freedom to innovate, set standards, emphasize values, expand and limit programs with fewer restrictions than public institutions.

5. Private institutions can provide a value-oriented curriculum. In addition to constant attention to intellectual values, private education has a concern for individual reflections on values relative to the ultimate goal of life.

6. There is greater interaction among all members of the academic community. The president can know all members of the staff. Faculty members have free association with colleagues from a variety of disciplines. Students can mingle and interact more readily with staff, faculty and administrators.

7. Closer attention can be given to students' needs. Individual needs and problems can be given more attention than in a large, impersonal setting. There is a greater sense of community, generally speaking, within the private colleges than is found in large public institutions. Student leadership and participation in extracurricular activities becomes possible in an institution of limited size.

8. Privately controlled colleges and universities lend themselves to experimentation, innovation and flexibility. Less red tape and rigidity allow more independence in the use of resources. An experiment can be tried, continued or discontinued with a minimum of trouble.

9. Freedom of choice is preserved with the dual system of education. It gives the family and the individual the opportunity to choose.

Minnesota private colleges and universities have grown out of a generous society. They have been supported and guided by men and women with high ideals, forthright citizens, leaders from every pursuit of life. Not only have these institutions taken from society, but they have given, holding young men and women for a while and then returning them to society to share their newly developed knowledge and skills. The human products of these institutions represent the treasured outcomes of huge investments and sacrifices. Some attention to the alumni seems warranted. They have contributed spiritually, socially and materially to the state and nation. In addition, their lives have touched untold numbers in the contributions they have made.

Private Colleges' and Universities' Alumni

More than 200,000 alumni are claimed by the private colleges and universities (see Table 2). With all of the two-year colleges providing data, the information in Table 2 is complete for this group. The two four-year institutions not giving information are small and therefore the total for this level would not be changed significantly. If the numbers for the institutions not reporting were available, it may add an additional 10,000 alumni to the total, inclusive of all institutions at the three levels.

TABLE 2

TOTAL NUMBER OF ALUMNI IN PRIVATE INSTITUTIONS

Institutional Level	Number
Two-Year Colleges	5,024
Four-Year Colleges*	193,219
Post-Baccalaureate Institutions**	2,223
Total	200,466

*Two institutions did not provide data.
**Two of the five post-baccalaureate institutions provided data.

Fourteen four-year institutions provided usable data concerning the number of freshmen who came from Minnesota and the number of alumni now living in the State from the 1960 alumni classes. Sixteen four-year institutions provided usable data for the 1969 year (see Table 3). About 55 percent of each graduating class came from Minnesota as freshmen. Ten years after graduation, 40 percent of the 1960 graduating class still lives in Minnesota. While 55 percent of the 1969 graduating class came from Minnesota as freshmen, 62 percent of this group still lives in Minnesota. What the retention rate for the state will be ten years hence for the 1969 alumni class remains to be seen. There is some indication that a larger percentage of students graduating from the private colleges stay in Minnesota than came to the institutions as freshman from Minnesota. Opportunities may determine how long they remain in Minnesota following graduation.

TABLE 3

ORIGIN AND PRESENT DOMICILE OF FRESHMAN AND ALUMNI

Year	Number of Graduating Alumni	Number Coming from Minnesota As Freshman	Number Now Living in Minnesota
1960	2085	1152	829
1969	3729	2059	2327

Several private colleges in Minnesota have enviable alumni giving records. Table 4 shows the percentage of alumni giving for the four-year institutions. The Col-

lege of St. Catherine averaged above 50 percent for the period and Gustavus Adolphus hovered near 45 percent for the three selected years. The percentage of alumni giving for four-year colleges declined over the period as indicated in Table 5 below. There was a change of 22 percent from 1960-61 to the 1968-69 year.

TABLE 4

PERCENTAGE OF ALUMNI GIVING BY NUMBER OF INSTITUTIONS FOR SELECTED YEARS IN FOUR-YEAR COLLEGES

	PERCENT INTERVALS					
Year	0-10	11-20	21-30	31-40	41-50	51-60
1960-61	3	1	5	4	2	
1964-65	3	2	6	3	1	1
1968-69	5	2	6	2	2	

TABLE 5

AVERAGE AND PERCENT CHANGE IN ALUMNI GIVING IN FOUR-YEAR COLLEGES FOR SELECTED YEARS

	1960-61	1964-65	1968-69	
Average	27%	25%	21%	
		1960-61	1964-65	1960-61
Percent		to	to	to
Change		1964-65	1968-69	1968-69
		–7.41	–16.00	–22.22

Graduates of Minnesota private colleges enter into a wide variety of occupations and professions. A list of the five occupations selected by the largest number of graduates in 1960 and 1969 was provided by the respondents to this study. Education heads the list. Following this, it is difficult to find any pattern. Business, graduate school, social work, health sciences and religious work all attract a significant number of graduates. Law, military, music and engineering are chosen by fewer numbers than the previously listed fields. One of the noticeable differences between 1960 and 1969 is that a larger number of students in 1969 than in 1960 are entering graduate study. Religious work of various kinds had a larger relative following in 1960 than in the 1969 class.

Systematic research on the occupations and professions of alumni is not available, but the colleges did provide sufficient data to show both the kinds and levels of positions held by alumni. Large numbers are found in public life in Minnesota and the nation. One respondent wrote that "in recent years this had included a Governor of the State, a Supreme Court Chief Justice, and a Representative in Congress." He went on to add that "the Minnesota State Senate and House include a number of graduates." A women's college replied that "there are 170 alumnae librarians in public libraries, special libraries, academic libraries and school libraries in the state." In addition, the ladies are married to "state legislators, bank presidents, provost of state universities, lawyers, doctors . . . as well as business executives . . ." Church and religious organization count untold numbers from the private colleges among their leaders in the state and nation.

One institution submitted a three-page list of notable alumni, including a large number with the title "president," "vice-president," "judge," "editor," "owner" and similar titles. Banks, advertising agencies, merchandising companies, mass media, education and automotive industries were well represented. Law, politics, insurance and other walks of life draw human resources from this institution as well as most of the other colleges and universities in the Minnesota private sector of higher education.

From the Minnesota Private College Council comes the report that 40 graduates of the Minnesota private colleges presently serve in the State Legislature. Represented are the following institutions: St. Thomas (11), Concordia-Moorhead (5), Gustavus Adolphus (5), St. John's (5), St. Olaf (4), Hamline (3), Macalester (3), St. Mary's (2), Carleton (1), and Augsburg (1). By almost any measure, private higher education in Minnesota represents one of the state's most valuable resources.

Findings

- Private colleges were already established in the Territory when Minnesota became a state.
- Both public and private institutions have developed simultaneously and cooperatively in Minnesota.
- Nearly all private institutions have been founded under the auspices of some form of the Christian church.
- The greatest number of private institutions have a liberal arts orientation and emphasis.
- Diversity of institution according to student body, control, level, type and emphasis can be found within the private sector of higher education.
- Hamline university was the first private institution established in the Territory that became the State of Minnesota.
- Eighteen of the private institutions are related to a Protestant religious organization.
- Eleven of the private institutions are related to organizations within the Catholic church.

- Three of the private institutions are avowedly secular in origin and emphasis.
- Thirteen of the private institutions may be said to specialize in certain fields of knowledge. This includes seminaries, Bible colleges, an art college, a law school, a "minor" seminary, a two-year college emphasizing paramedical programs, and a four-year teacher training institution.
- Seventeen of the extant private institutions were begun in the nineteenth century and 15 were founded in the twentieth century.
- Many of the private institutions have a national and international reputation for excellence.
- The historical and contemporary characteristics of the private colleges and universities contribute to distinctiveness, competition, freedom, values, quality instruction, concern for the individual, innovation and diversity.
- Private institutions now claim more than 200 thousand alumni.
- Approximately 45 percent of the 1960 and 1969 alumni as freshmen came from out of Minnesota.
- Approximately 40 percent of the 1960 graduating alumni still live in Minnesota.
- Approximately 62 percent of the 1969 graduating alumni still reside in Minnesota.
- Education as a profession has the largest number of graduates in both the 1960 and 1969 classes.
- Large numbers of graduates enter graduate study, social work, business, health sciences and religious work. Law, music, military and engineering have a smaller following.
- Two differences between the 1960 and 1969 graduating classes are noticeable: 1) more students in 1969 move on to graduate study, and 2) fewer students in 1969, proportionately, enter into religious work.
- There is a wide range of alumni response in terms of percentages of alumni making annual contributions to the colleges. More institutions report alumni response to be between 21 percent and 30 percent than any other decile.
- The highest percentage alumni response for any one year reported was 59 percent.
- Graduates from Minnesota's private colleges and universities hold some of the most prestigious positions in America.
- Forty graduates from Minnesota's private institutions presently serve in the State Legislature.

CHAPTER IV THE STUDENT IN MINNESOTA PRIVATE HIGHER EDUCATION

Introduction

An appraisal of students' characteristics is of paramount importance in any comprehensive evaluation of institutions of private higher education. The changing pattern of student enrollments has undoubtedly been a determining factor in prompting a number of studies related to private higher education in several states. The reputation of private higher education, as with the public sector, rests heavily upon the quality of its students.

The purpose of this chapter is to provide the reader with a fairly comprehensive picture of statistics relating to the student in Minnesota's private colleges and universities. The first section of this chapter deals with the student from a quantitative perspective, while the concluding section treats data of a qualitative nature.

Twenty-eight of the 32 institutions returned the questionnaire related to students. These constitute the primary materials for the following discussion. Additional data have been provided at various places in the discussion when needed to make comparisons. The large amount of systematic data collected by the Minnesota Higher Education Coordinating Commission has been helpful in several instances. A series of findings conclude this chapter of the report.

Enrollment Trends

The decline of private higher education as a viable, competitive sector of learning is in process and will continue unless the trends of the past 20 years can be changed. Increasing at the proportionate rate of approximately one percent per year for the past 20 years, the public sector expands in ever increasing numbers. For the same period, the relative share of private higher education enrollment has decreased by nearly one percent per year.

This trend in Minnesota, which parallels a similar movement on the national level, began approximately 20 years ago with accelerated movement in the last 10 years. Minnesota has a smaller relative share of students attending the private colleges and universities than is the case for the entire United States. During the decade of the 1950's, Minnesota private institutions lost only three percent of the relative share while the national average loss for private higher education was approximately 10 percent. Figure 1 illustrates the trend in Minnesota and compares it with national trends. (See Appendices A and B for additional enrollment data.)

Despite the private colleges' percentage decrease with respect to the total college enrollment pattern there has been a numerical increase in enrollment within the private college sector of Minnesota. There was an increase of slightly under 10,000 students from 1960 to 1969. This represents a 50 percent positive change and is reflected in Table 6. A much greater percentage increase can be found in the two-year colleges, 102 percent, although the number of institutions is small and the total enrollment somewhat limited. Most of the colleges in the private sector are resident institutions and therefore the number of part-time students is small (see Table 6) in comparison to many large urban universities.

TABLE 6

TOTAL HEAD COUNT ENROLLMENT FOR THE YEARS 1960-61, 1964-65 AND 1969-70 IN ALL PRIVATE INSTITUTIONS

Year and Level	Head Count		
	Full-Time		Part-Time
1960-61			
Two-Year Colleges*.....	496		6
Four-Year Colleges*	17,223		1,096
Post-Baccalaureate Insts..	780		44
Total	18,499		1,146
Grand Total		19,645	
1964-65			
Two-Year Colleges*.....	186		5
Four-Year Colleges*	20,744		1,308
Post-Baccalaureate Insts..	765		39
Total	21,695		1,352
Grand Total		23,047	
1969-70			
Two-Year Colleges**....	1,000		139
Four-Year Colleges** ...	25,882		1,255
Post-Baccalaureate Insts.**	1,192		93
Total	28,073		1,487
Grand Total		29,560	

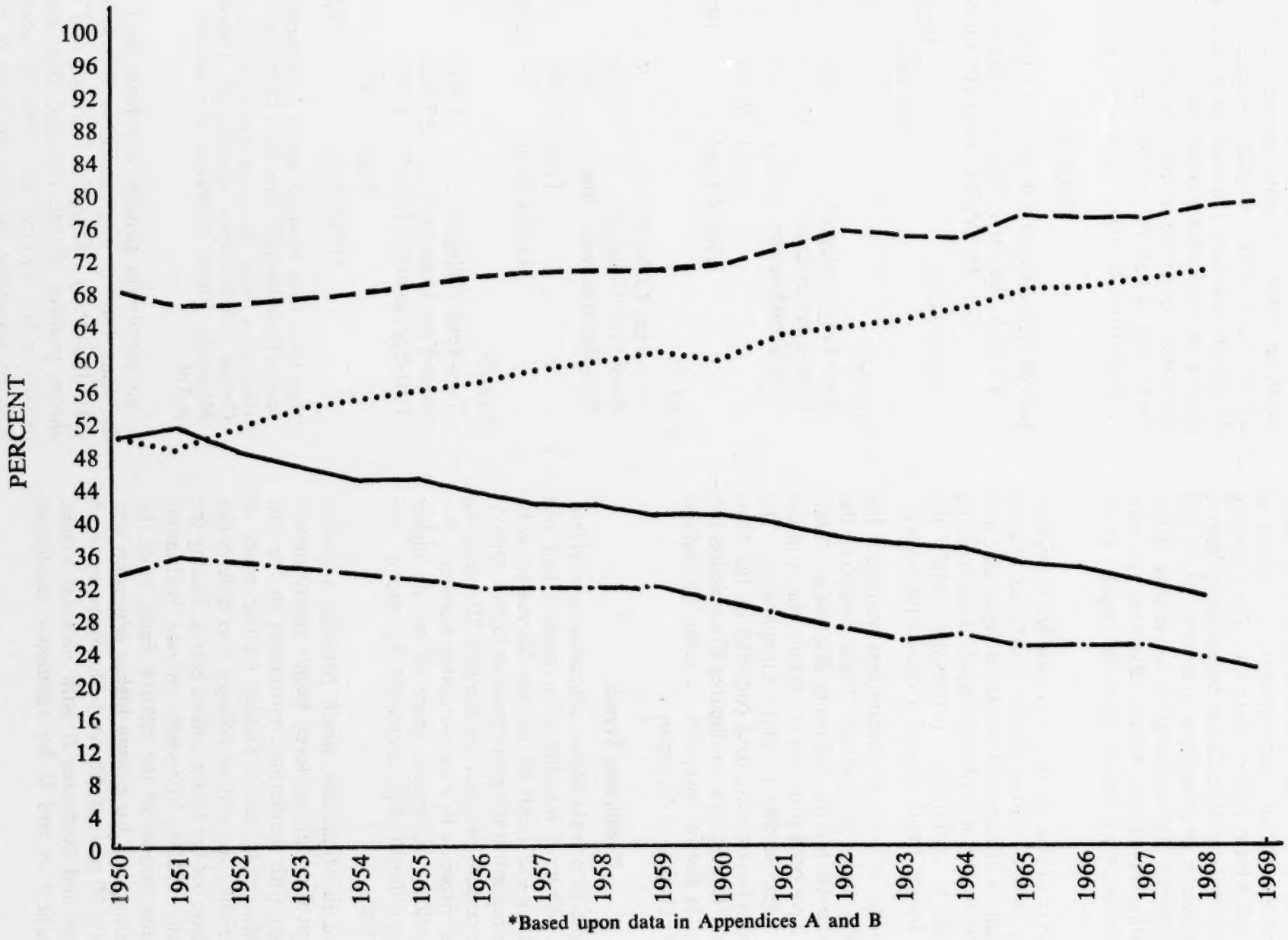
*Data taken from *Planning Report 2*. Minnesota Higher Education Coordinating Commission, (September, 1968), p. 41.

**Data taken from "Sixteenth Annual Survey of Minnesota College and University Enrollments", (November, 1969). Minnesota Higher Education Coordinating Commission, p. 31ff.

An enrollment plateau is evident in Figure 2 for the years 1960 ot 1963 inclusive. The following three years indicate a substantial increase, and in 1967 an abrupt positive change occurred that leveled off to modest gains through the 1969-70 academic year. Readers inspecting the data in Table 6, Figure 2 and Appendix B will observe that Figure 2 is based upon Appendix B and these data for the two earlier selected years (1960-61, 1964-65) differ from the Table 6 information, a differential that occurs due to the recent

FIGURE 1

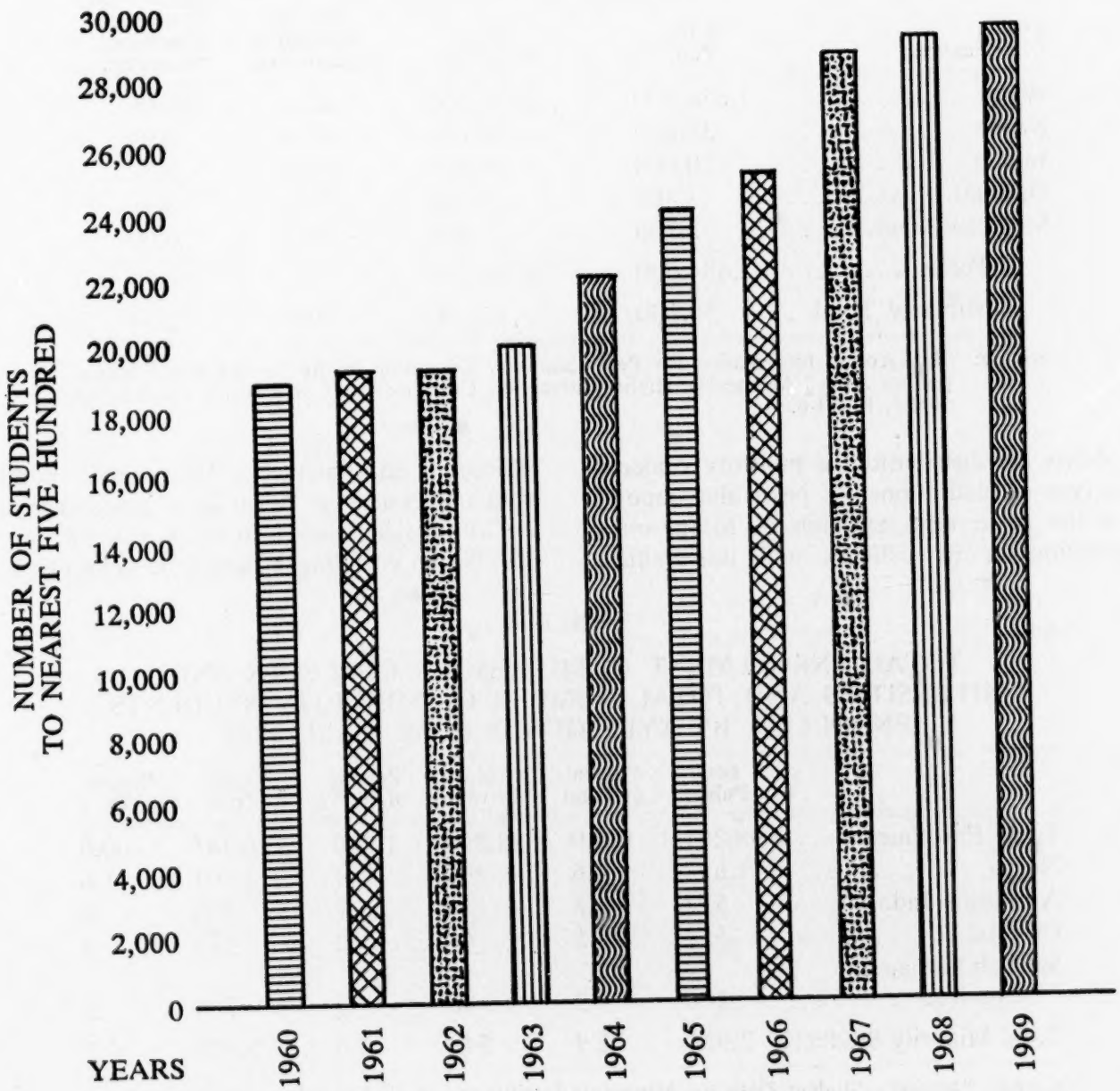
A COMPARISON OF ENROLLMENT BY INSTITUTIONAL CONTROL IN THE UNITED STATES AND MINNESOTA*



*Based upon data in Appendices A and B

FIGURE 2

ENROLLMENT CHANGES DURING THE DECADE OF THE SIXTIES IN MINNESOTA PRIVATE INSTITUTIONS



inclusion of post-baccalaureate institutions in the regular annual enrollment reports.

Enrollment of Minorities and the Disadvantaged

Recently, much attention has been focused on the special problems of minority racial groups in the United States. Because Minnesota has a small minority population (under 75,000) representing only about two percent of its total 1968 population, its problems of assimilation and accommodation are minor. Table 7 outlines the statistics on racial mix in the state. It may be noted that almost 70 percent of the state's minority population resides in the seven-county metropolitan area surrounding St. Paul and Minneapolis. The major exception to this trend is the state's large Indian population. Only about 36 percent of Minnesota's Indian population lives in the metropolitan area, though this number is increasing.

TABLE 7

MINNESOTA STATE MINORITY POPULATIONS

Ethnic Classification	Metro. Pop.	State Population	Percent Residing in Metro Area	Ethnic Total Percent of Combined State Pop.
White	1,634,500	3,524,300	46.4	97.99
Negro	33,000	35,000	94.3	0.97
Indian	10,000	28,000	35.7	0.78
Oriental	4,400	5,700	77.2	0.16
Mexican-Amer.	2,700	3,400	79.4	0.09
Totals	1,684,600	3,596,400		99.99
Minority Total	50,100	72,100	69.3	2.04

Source: "Background Information for Post-Secondary Education in the Seven-County Metropolitan Area," Minnesota Higher Education Coordinating Commission (September, 1969), P. VI-6.

Table 8 shows the distribution of minority students according to type of institutions. Of particular importance here is the under-representation of Minnesota's Indian population in its colleges and universities. Minority enrollment in Minnesota's public colleges and universities is larger as a percentage of the total in all classifications, although the inflated figure for the Negro enrollment should be acknowledged.

TABLE 8

TOTAL ENROLLMENT IN MINNESOTA COLLEGES AND UNIVERSITIES AND TOTAL NUMBER OF MINORITY STUDENTS ENROLLED, BY TYPE OF COLLEGE, FALL 1968

	Total Public	Percent of Total	Total Private	Percent of Total	Grand Total	Percent of Total
Total Enrollment	98,201	100.0	28,344	100.0	126,545	100.0
Negro	1,611*	1.6	390	1.4	2,001	1.6
American Indian	532	.5	48	.2	580	.4
Oriental	512	.5	63	.2	575	.4
Spanish Surnamed American	266	.3	48	.2	314	.3
Total Minority Students	2,921	2.9	549	2.0	3,470	2.7

Source: "Minority Student Data for Minnesota Institutions of Higher Education, Fall, 1968." Minnesota Higher Education Coordinating Commission (August, 1969), P. 3.
*This figure is greatly inflated, but the exact figure is not known.

Table 9 includes information on minority enrollment in private colleges and universities for 1969-70, collected as part of this study. These data differ significantly from those in Table 8 in that Table 9 includes more recent information and provides an "Other" category for reporting purposes. While the 1969 data show changes over the earlier data, some of this change is attributed to the redistribution of students from the "Other" category.

TABLE 9

THE NUMBER OF MINORITY STUDENTS ATTENDING PRIVATE INSTITUTIONS FOR THE YEAR, 1969-70

Category	Negro	American Indian	Oriental	Spanish Surnamed	Other
Two-Year Colleges (N=3)	16	4	0	2	1
Four-Year Colleges (N=16)..	513	38	97	36	112
Post-Baccalaureate Institutions (N=2)	1	1	3	2	0
Total (N=21)	530	43	100	40	113
Percent of Total Full-Time Enrollment	1.86	0.15	0.35	0.14	0.40
Aggregate Total percent of Minority Enrollment to Total Full-time Enrollment			2.90		

The U.S. Government classifies an individual as "disadvantaged" if he ". . . has a poverty level income *and* is either a school dropout, under 22 years of age, 45 or over, handicapped, or a member of a racial minority." As might be expected, a relatively small percentage of Minnesota's disadvantaged population takes advantage of higher educational opportunities in Minnesota's private colleges and universities. Sixteen institutions out of 32 reported an enrollment of 1,777 economically disadvantaged students. Table 10 indicates the distribution of these students by institutional level.

TABLE 10

THE HEAD COUNT OF ECONOMICALLY DISADVANTAGED (USING OEO CRITERIA) STUDENTS ENROLLED, 1969-70

Institutional Level	Number
Two-Year Colleges (N=2)	26
Four-Year Colleges (N=14).....	1,751
Total (N=16)	1,777

One institution reported 315 economically disadvantaged students enrolled, two colleges had over 200 each and five colleges enrolled well over 100 disadvantaged students in their student bodies. The total disadvantaged enrollment, 1,777, represents six percent of the total private college and university enrollment for the 1969-70 academic year.

Institutional Size

One of the striking characteristics of Minnesota private higher education is the absence of any one large institution in terms of student enrollment. Comparable data are often hard to obtain and totally comparable statistics are not readily available to place alongside the average enrollment in Minnesota private institutions, but Table 11 does show some comparative figures that support the assertion that one characteristic of Minnesota's private institutions is smallness of size in comparison to public colleges and universities.

TABLE 11

A COMPARISON OF AVERAGE STUDENT ENROLLMENTS (FULL-TIME AND PART-TIME) PER INSTITUTION IN THE UNITED STATES AND MINNESOTA FOR THE YEARS, 1960, 1964, AND 1969

Institutions	Years 1960	1964	1968	1969
Minnesota Private Institutions	870	862		938
Minnesota Private and Public Colleges and Universities Combined				2,422
Minnesota Public Colleges and Universities				4,401
Institutions in the United States	1,828	2,437	3,029	

Source: The information in institutions in the United States is taken from the annual report, "Opening Fall Enrollment In Higher Education" (Fall, 1960, 1964, 1968). U.S. Department of Health, Education and Welfare, Washington, D. C.; "Sixteenth Annual Survey of Minnesota College and University Enrollments," (November, 1969).

One factor that lowers the average size is the limited enrollment in the private two-year colleges. Five institutions have a registration of 1,000 students, an average of 200 per institution. If adjustment is made for a few small institutions, including Bible colleges, the art college and a couple of the smaller liberal arts institutions along with the two-year colleges, the average enrollment of the four-year liberal arts colleges rises perceptibly,

well above 1,500 students for 17 institutions in the 1969-70 academic year. Furthermore, available evidence does suggest that the four-year liberal arts colleges in Minnesota are comparable in average size to the same kind of institutions in many other states.

Entering Freshmen

Modest increases in the number of entering Freshmen were reported by private colleges for the years, 1960-61, 1964-65 and 1969-70 (see Table 12). Four-year colleges had about 1,300 more students beginning their college career in 1969-70 than in the 1960-61 school year. The largest percentage increase occurred in the two-year colleges, with a growth of 79 percent for the decade. There is a noticeable enrollment drop occurring in the 1964 year, a result of one two-year college changing to a four-year status.

TABLE 12

THE TOTAL NUMBER OF ENTERING FRESHMEN ENROLLED FOR THE YEARS, (FALL), 1960-61, 1964-65 AND 1969-70

Category	1960-61	1964-65	1969-70
Two-Year Colleges	279*	111*	499
Four-Year Colleges	6,640	7,434	7,928
TOTAL	6,919	7,545	8,427

*Data taken from *Planning Report 2*. Minnesota Higher Education Coordinating Commission (September, 1968), P. 43.

Four-year colleges show less spectacular percentage gains, but they along with the junior colleges increased. A nearly 12 percent gain was experienced from 1960-61 to 1964-65, but in the period 1964-65 to 1969-70 this figure dropped to a little more than six percent growth. Overall for the two- and four-year colleges, 1960-61 to 1969-70, the gain for entering freshmen is 22 percent. In the earlier period, 1960-61 to 1964-65, there was a nine percent positive change, and this increased to 12 percent from 1964-65 to the 1969-70 year.

TABLE 13

RATIO OF FOUR-YEAR GRADUATES* TO NUMBER OF ENTERING FRESHMEN

Year	Number of Entering Freshmen	Number of Graduates	Relationship Between Entering Freshmen and Graduates in Percents
1956-57	5299		
1960-61	6640	2931	55.31
1964-65	7244	3637	54.77
1968-69		4753	65.61

*Based upon reports from 19 four-year institutions.

Retention within the private sector would appear to have improved considerably (see Table 13), moving from 55 percent in 1960-61 to 66 percent in the 1969-70 year. There is a possibility of a slight error for the number of graduates in 1969-70, since a few of the respondents had to estimate the number, but the error would be small and the trend to a higher rate of retention is unmistakable. In the four-year period, 1960-61 to 1964-65, there was a small decrease in retention while in the five-year interval, 1964-65 to 1969-70, retention increased by 11 percent.

It should be borne in mind that Table 13 does not show what percent of the entering freshmen remain to graduate; that would require a different set of data. The information only shows the relationship in terms of proportions of one group of students to another group of students. Because of the comparatively small number of transfers into and out of the private four-year colleges, the trends of a higher retention rate are justifiable conclusions, even though the entering freshmen and the graduates cannot be fully equated.

Graduate Students

Except for the professional schools which engage in post-baccalaureate programs, Minnesota's private colleges utilize their resources primarily for undergraduate students. Two institutions among the colleges carry most of the burden for graduate work with a third reporting eight graduate students for the year, 1968-69 (see Table 14).

A significant percentage increase over the 1960 decade did occur in the graduate enrollment. A fifty-six percent gain in the number of graduate students is a little larger than the total overall gain for the student enrollment in the private sector for the decade. In the period 1960-61 to 1964-65 there was a 37 percent growth, but from 1964-65 to 1968-69 this was reduced to 14 percent.

The proportion of graduate students to the total enrollment for the three years is approximately three percent. For the two institutions enrolling the volume of the students, the proportion of graduate students to total undergraduate enrollment is 37 percent in one institution and 14 percent in the other institution. Of the total graduate enrollment, 21 percent is found in the professional schools. Their major emphasis of course is on the first professional degree.

TABLE 14

THE HEAD COUNT OF GRADUATE STUDENTS ENROLLED FOR A TWELVE MONTH PERIOD FOR THE YEARS 1960-61, 1964-65 AND 1968-69

Category	1960-61	1964-65	1968-69
Four-Year Colleges	391	645	733
Post-Baccalaureate Institutions	201	167	193
TOTALS	592	812	926

Student Migration

Private colleges had a net in-migration for the 1968-69 year of 88 percent (see Table 15). The largest group came from out-of-state institutions. More students

TABLE 15

MIGRATION INTO AND OUT OF MINNESOTA PRIVATE COLLEGES, 1968-69*

From Minnesota Private Colleges	Number Migrating In
To Out-Of State Institutions	248
To Minnesota State Institutions	246
Total Migrating Out	494
To Minnesota Private Colleges	**Number Migrating Out**
From Out-Of-State Institutions	
From Private	335
From Public	265
From Minnesota State Institutions	329
Total Migrating In	929
Net In-Migration	435
Percentage Gain	88.06

*Based upon reports from 25 institutions.

from Minnesota state institutions transferred to private colleges than transferred to Minnesota state institutions from private colleges during the 1968-69 school year. Likewise, more out-of-state students transferred to Minnesota private colleges than transferred from the private colleges to out-of-state institutions. Of the total of 929 students migrating into the private colleges, 324 came from two-year institutions. Additional details are found in Appendix C of this report.

A higher percentage of out-of-state students attend Minnesota private colleges than any other system in Minnesota (see Table 16). Professional schools, all private, have 41 percent out-of-state students and the total for the entire private sector is 42 percent in the 1968 year. Using the full-time enrollment figures of 28,073 (see Table 6), the private sector is educating 58 percent or a total of 16,282 full-time Minnesota resident students.

TABLE 16

COMPARISON OF OUT-OF-STATE, FULL-TIME STUDENTS ATTENDING MINNESOTA COLLEGES, 1957, 1967 AND 1968

Institutional System	Percent Out-Of-State 1957	1967	1968
Total Four-Year Colleges	18.4	19.2	19.5
Total Professional Schools	—	—	40.6
Total Junior Colleges	10.3	4.4	4.4
Total Private Colleges	35.1	30.1	42.3
Total Public Institutions	10.8	14.4	10.3

Source: "Survey of Institutional Information For Minnesota Colleges And Universities." Minnesota Higher Education Coordinating Commission (February, 1969), PP. 8-10.

Financial Implications

In 1966-67, Minnesotans spent an average of $2,885.19 for each full-time student enrolled in its public higher education systems (see Table 17). By adding seven percent per year for increasing costs, the estimated expenditure was $3,534.48 per student for 1969-70 year. Referring to Table 6, the total full-time enrollment was 28,073 in 1969 for Minnesota's private colleges and universities.

TABLE 17

TOTAL OPERATING EXPENDITURES FOR PUBLIC HIGHER EDUCATION BY SELECTED STATES PER FULL-TIME ENROLLMENT, 1966-67

State	Expenditures
Indiana	4,007.79
Michigan	3,622.87
Wisconsin	3,605.76
Iowa	3,240.08
Illinois	3,181.01
Ohio	3,047.00
Minnesota	*2,885.19*
South Dakota	2,627.17
North Dakota	2,245.56
United States Average	2,968.02

Source: *Planning Report 5*, Minnesota Higher Education Coordinating Commission (August, 1969), P. 113.

Assuming that the 42 percent out-of-state and 58 percent resident enrollment mix held for the following year, Minnesota's private colleges and universities enrolled 16,282 Minnesotans. The savings to Minnesota taxpayers in 1969-70 for this educational service thus amounted to $57,548,403 ($3,534.48 × 16,282 students).

A recent study undertaken in Missouri determined that each out-of-state student contributed $11,664 per year to the state's economy (see Table 18). Applying this figure to Minnesota's out-of-state student population in its private system, the indirect impact on Minnesota's economy amounted to $137,530,224 ($11,664 × 11,791 students).

TABLE 18

ECONOMIC IMPACT OF OUT-OF-STATE STUDENTS ATTENDING MINNESOTA PRIVATE COLLEGES, 1969-70

Category of Expenditure	Amount of Expenditure Per Full-Time Student
Educational and Living Expenses	3,409.00
Other Major Expenses (cars, appliances, etc.)	613.00
	4,022.00
Indirect Impact on Economy = 2.9 × $4,022.00	11,664.00
Minnesota Total ($11,664 × 11,966 Students)	139,571,424.00

Source: Based on data in Midwest Research Institute, "The Impact of Private Colleges and Universities on the Economy of the State of Missouri" (September 16, 1968).

One should not overlook the additional values accruing from the larger geographic and cultural mix in the student environment provided by the out-of-state students. It is a tribute to the recruiting practices and the reputation of the Minnesota private colleges that they have enriched their programs by enrolling substantial numbers of students from beyond the borders of Minnesota.

Vacancies

Despite the favorable migration balance of students from out-of-state, it is estimated that from 1,700 to 2,800 student places were vacant in private institutions during the decade of the sixties (see Table 19). For the 1969-70 academic year, the estimate is placed at 2,822 vacant spaces, or almost nine percent of the total capacity of Minnesota's private institutions. This unused excess capacity represents a loss from a number of perspectives.

Had these vacant spaces been filled by Minnesota students, the taxpayer savings might have amounted to $9,974,302.56 ($3,534.48 × 2,822 students). Had these students come from out-of-state, the indirect impact on Minnesota's economy may have amounted to nearly $33 million ($11,664 × 2,822 students). In either case, the cost of allowing unused excess capacity is significant. The hidden benefits accruing to improved efficiency in operating at or near capacity are difficult to estimate.

Student Quality

All Minnesota eleventh grade students participate in a standardized test known as the Minnesota Scholastic Aptitude Test (MSAT). Students give their preferences in terms of the system of higher education that they prefer to attend as well as indicate that they do not plan to go on to higher education. Those students preferring to attend private colleges have the highest mean score of any group of students as indicated in Table 20, with a standard deviation little different from those preferring to attend the University of Minnesota system. Inspecting the data in Appendix D supports the idea that a high percentage of students desiring to attend the private colleges cluster in the higher decile intervals.

TABLE 19

EXCESS STUDENT CAPACITY DURING THE DECADE OF THE SIXTIES IN MINNESOTA PRIVATE COLLEGES

Level	1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
Freshmen and Sophmores										
Two-Year Colleges	100	100	85	80	125	115	130	254	247	340
Four-Year Colleges	543	635	636	652	566	487	646	846	957	1,073
Juniors and Seniors										
Four-Year Colleges	972	972	1,046	1,050	1,058	923	973	1,042	1,108	1,201
Post-Baccaleaurate										
Four-Year Colleges	100	100	100	100	100	100	100	100	100	100
Post-Baccalaureate Insts.	6	24	144	185	146	133	127	111	133	108
TOTAL	1,721	1,831	2,007	2,068	1,995	1,758	1,976	2,353	2,545	2,822

TABLE 20

MEAN AND STANDARD DEVIATION OF ELEVENTH GRADE MINNESOTA STUDENTS (1969) AND THEIR POST-SECONDARY SCHOOL PREFERENCE AS INDICATED ON THE MINNESOTA SCHOLASTIC APTITUDE TEST (MSAT)

Category of Students and Student's Preference	Mean	Standard Deviation
All Minnesota H. S. Juniors	32.87	13.46
University of Minnesota System	39.60	13.01
State College System	36.17	11.58
Private Four-Year Liberal Arts Colleges	41.80	13.31
State Junior College System	33.19	11.45
Area Vocational-Technical Schools	25.84	9.55
Private Trade Schools	28.66	10.45
Students Not Going to College	24.70	10.02

Source: Minnesota Higher Education Coordinating Commission, April, 1970. General College and the Crookston campus students are not included in the University of Minnesota System data.

The mean scores range from 24.70 to 41.80 with a mean for all Minnesota high school juniors of 32.87 in the 1969 year. It should be remembered that these scores are reported according to the students' preference and do not necessarily reflect the scores of students who actually attend the various systems. There is no known reason however to assume that the relative position of the scores would be different.

TABLE 21

THE QUALITY OF THE FRESHMEN STUDENT BODY AS INDICATED BY THEIR HIGH SCHOOL QUINTILE RANKS FOR THE YEARS, 1960-61, 1964-65 AND 1969-70

	Two-Year Colleges (N=3)			Four-Year Colleges (N=13)		
Quintile Intervals	1960-61 Percent	1964-65 Percent	1969-70 Percent	1960-61 Percent	1964-65 Percent	1969-70 Percent
Ist Fifth (Highest)	20.43	19.01	21.66	49.99	55.11	54.10
2nd Fifth	32.26	30.28	19.49	26.14	25.31	22.29
3rd Fifth	21.50	16.20	25.63	16.57	13.41	12.73
4th Fifth	13.98	22.54	16.97	5.83	5.19	7.00
5th Fifth (Lowest)	11.83	11.97	16.24	1.46	0.98	3.88

Another index widely used to determine student quality is high school rank (see Table 21). As one might expect, there is a significant difference between the two-year and four-year colleges. There is also consistency in the relative position of the two-year and four-year colleges with regard to the percentages in the highest quintile interval for the three years selected. It can be observed that two-year colleges have a higher percentage in the second fifth for the years 1960-61 and 1964-65 than do the four-year institutions. The senior institutions decrease their percentage in this interval for the 1969-70 years, but, even so, they surpass the two-year institutions which show a drop of several percentage points.

Four-year colleges enrolled from 75 percent to 80 percent of their students from the top two-fifths of high school seniors during the 1960 decade, with only 6 to 10 percent coming from the lower two-fifths of the high school quintile ranks. In contrast were the two-year institutions with 25 to 35 percent of their students enrolling from the lower two-fifths and 40 to 53 percent coming from the top two-fifths.

Minnesota private colleges use one or both of two widely known standardized tests (CEEB and ACT) to help evaluate the acceptability of students for admission. Raw scores range from 200 to 800 on the College Board (SAT) scale. Scores ranging from 451 to 700 encompass the bulk of students in Minnesota's private colleges using SAT scores. From 71 percent to 77 percent of the students fall within the range, 451 to 700 for the three years, but the percentage declines from 1960 (77 percent), 1964 (74 percent), to 71 percent in the 1969 year. Those scoring 701 or above remain rather constant over the decade, moving from seven

percent in 1960 to eight percent in the 1969-70 year. There is an increase in the percentage of those scoring 450 or below, going from 16 percent in 1960 to 20 percent in 1964 and leveling off to 21 percent in the 1969-70 year (see Table 22).

There are three trends which can be identified. First, private colleges are taking a few more students from the lower scoring or lower ranking students. Second, the colleges are admitting a slightly higher percentage of the highest scoring students. Third, private colleges are receiving a slightly smaller percentage from the large middle bulk of students on the basis of high school ranks and CEEB scores.

TABLE 22

THE QUALITY OF STUDENTS AS INDICATED BY CEEB SCORES FOR THE YEARS, 1960-61, 1964-65 AND 1969-70 (FOUR-YEAR COLLEGES)

College Board Scores and Selected Intervals	YEARS								
	(N=4) 1960-61 Percent			(N=11) 1964-65 Percent			(N=13) 1969-70 Percent		
	Verbal	Math.	Tot.	Verbal	Math.	Tot.	Verbal	Math.	Tot.
Below 400	3.23	2.87	6.10	4.52	4.15	8.67	5.97	4.27	10.24
401 - 450	5.30	4.26	9.56	5.63	5.32	10.95	5.99	4.67	10.66
451 - 500	9.31	6.61	15.92	8.85	7.01	15.86	8.35	6.79	15.14
501 - 551	8.75	9.42	18.17	9.37	8.34	17.71	7.96	8.03	15.99
551 - 600	8.28	9.39	17.67	8.58	8.22	16.80	7.70	7.56	15.26
601 - 650	7.75	6.94	14.69	6.52	7.53	14.05	6.45	7.90	14.35
651 - 700	4.82	5.85	10.67	4.51	4.78	9.29	4.37	6.10	10.47
701 - 750	2.34	3.34	5.68	1.72	3.36	5.08	2.69	3.44	6.13
751 - 800	0.25	1.28	1.53	0.29	1.29	1.58	0.39	1.36	1.75

The results from the small number of private colleges using the American College Testing (ACT) program only partially compare with the above trends. It must be remembered that the institutions reporting ACT scores are different colleges than those reporting SAT scores. In Table 23, the ACT scores reported indicate that the quality of the students in four-year colleges has improved by a substantial margin. Those with a score of 25 or higher increasing from 20 percent to 37 percent. In 1960, students entering the colleges with a score of 15 or below amounted to 12 percent of the freshman class; in 1969, this figure dropped to 5 percent.

TABLE 23

THE QUALITY OF THE FRESHMEN STUDENT BODY AS INDICATED BY ACT COMPOSITE SCORES FOR SELECTED INTERVALS AND THE YEARS, 1960-61, 1964-65 AND 1969-70

ACT Composite Score Intervals	Two-Year Colleges			Four-Year Colleges		
	1960-61 % (N=2)	1964-65 % (N=4)	1969-70 % (N=4)	1960-61 % (N=3)	1964-65 % (N=3)	1969-70 % (N=5)
15 and below	9.68	6.08	18.20	12.44	3.69	4.97
16 - 18	22.58	23.99	22.29	17.12	11.62	9.87
19 - 21	25.81	26.01	24.13	25.38	17.66	20.87
22 - 24	25.81	29.05	19.43	24.87	29.10	26.84
25 - 27	9.68	9.80	12.06	14.48	25.86	24.19
28 and above	6.45	5.07	3.88	5.71	12.07	13.25

Two-year colleges, in contrast to the four-year institutions, enroll a higher percentage of freshmen with lower scores and a lower percentage of freshmen with highest scores. Surprisingly, in the interval 25-27 there is an increase of almost three percent in ten years for the junior colleges.

Findings

- The decline of private higher education in the United States as a viable, competitive sector of learning is in process, and will continue unless the trends of the past 20 years can be changed.

- The relative share of enrollment in public institutions is increasing at the rate of one percent per year, while the proportionate enrollment in private institutions is decreasing at the rate of one percent per year.
- Despite the percentage decrease, Minnesota private colleges increased numerically over the 1960 decade to the extent of a 50 percent growth in enrollment.
- Total enrollment grew from 19,645 students in 1960-61 to 29,560 students in the 1969-70 year.
- There is no one large private educational institution in Minnesota.
- Minnesota private colleges are small in terms of average student enrollment and in comparison to the state and the U.S. average for all institutions, but are comparable to similar institutions in other states.
- Private colleges compare favorably with Minnesota public colleges in percentage enrollment of minority and economically disadvantaged students.
- Negroes represent the largest number of minority students enrolled in higher education in the state.
- Total entering freshmen enrollment increased approximately 22 percent over the years, 1960-1969, with a much greater increase (79 percent) for the two-year colleges.
- Retention as reflected in the relationship between the number of entering freshmen and number of graduates changed positively from 55 percent in 1960-61 to 66 percent in the 1969-70 year.
- Graduate students represent only a fraction of the total enrollment in private higher education and nearly all graduate students are concentrated in two private colleges offering the Master's degree.
- Minnesota private colleges had an out-of-state enrollment of 42 percent of their total for the 1968-69 school year; this is greater than for any other system in the state.
- More students migrated into than out of the private institutions by 88 percent for the 1968-69 academic year.
- The in-migration of students contributes to the state economically and provides a greater cultural mix to both the education institutions and the state. It also offers the potential of adding talent to Minnesota.
- There were more students places available than used in the Minnesota private colleges during the 1960 decade, resulting in a loss from several points of view.
- Students attending Minnesota private colleges rank higher than those attending any other system within the State on the Minnesota Scholastic Aptitude Test (MSAT).
- Four-year colleges enrolled from 75 to 80 percent of their students from the top two-fifths of the high school seniors during the 1960 decade.
- Between 71 and 77 percent of those students taking the CEEB (SAT) test scored between 451 and 700 (averaging verbal and mathematics together) for the years 1960-61 to the 1969-70 year inclusive.
- The percentage of students scoring above 700 and those scoring below 451 have increased during the decade with a consequent loss in the 451 to 700 score range.
- A few institutions use the American College Testing (ACT) program in lieu of SAT scores. Students with a score of 25 or higher increased from 20 to 37 percent over the 1960 decade based on the ACT composite score.

CHAPTER V CURRICULAR PROGRAMS, DEGREES AND ACADEMIC CALENDARS

Introduction

Curricular programs are sequences of courses and experiences which, if successfully completed, result in a degree. The academic calendar is the vehicle around which the courses and experiences are organized. In a report that is highly quantitative, one is prone to apply quantitative language to all areas studied. It is necessary, however, to find a different vocabulary for parts of the discussion before us, recognizing that there will be some variation within each of the four major topics to be treated in this chapter.

First, to be discussed are the responses elicited from the college respondents in regard to the most noteworthy changes in curricular programs that occurred in the respective institutions during the past ten years. Second, there is a presentation indicating the total number of major fields of study offered and the number of programs dropped or added. This is followed by a discussion of major fields of study yielding a low number of graduates each year. Third, is an exploration of the change that occurred during the past ten years with regard to the nature, kind and meaning of the degrees offered. The fourth topic of this chapter includes the pros and cons of a variety of academic calendars.

A series of findings will be used to summarize the material. Twenty-six of the 32 institutions reporting regularly to the Minnesota Higher Education Coordinating Commission returned the questionnaire on curricular programs, degrees and academic calendars. These constitute the basis of the following analysis.

Curricular Programs

Innovation and experimentation characterized the decade of the '60's in Minnesota's private colleges and universities. Many of the programs were expanded and upgraded. One institution relinquished most of its "community college" aspects and decided early in the decade to stress libe.al arts. A two-year college dropped its high school program and concentrated on college level work. Other institutions expanded and upgraded their mathematics and science departments, adding new and improved laboratories. Post-baccalaureate institutions expanded seminar work, independent study and clinical practicums. Nearly all colleges upgraded academic standards and improved their accreditation ratings.

Many institutions added courses and programs. Two-year colleges added several courses in the health-related fields. One of the programs emphasized mental health technical education. Others included a child development technician program, an inhalation therapy program and a physical therapy program. New two-year and four-year colleges were inaugurated and these added courses over a broad spectrum. In addition to increasing the number of courses and programs in traditional fields, some institutions added black studies, urban studies, intercultural studies, and quantitative methods. New graduate work at the master's level was begun by some post-baccalaureate institutions.

Many new teaching and learning techniques were introduced. Large lectures and small discussion groups were utilized and found satisfactory by some institutions. The use of autotutorials and individualized instruction were endorsed by one institution. In addition, experimentation with multi-sensory tutorial methods for the teaching of associate degree students in nursing received federal financing. Independent study was found to be financially costly and time consuming, but effective. The computer made its debut in some colleges; it was used in conjunction with the social sciences, the humanities, mathematics, the natural sciences and administration.

New academic structures were developed by a number of institutions. New structures included a paracollege, special seminars, interim terms (usually January on the 4-1-4 plan) and language camps. The latter is a camp setting requiring concentrated use of a particular language both in the form of classroom work and in day-to-day life.

Foreign study and foreign exchange programs represent other innovations by some institutions. Overseas' study is carried out in Israel, the Netherlands, England, France, Germany, Norway, Thailand, Ethiopia, India, Japan, Central America, Mexico, Ireland and a number of other foreign locations. Some institutions sponsor their own programs, but most cooperate with local colleges or participate in some other cooperative arrangement. A respondent from one of the larger colleges estimated that 50 percent of the students from his college traveled abroad at some point during the four-year college experience.

Interdisciplinary studies represent another area of innovation for a number of institutions. Black studies' programs are increasing in number. These may appear as separate departments or the courses may be cross listed from the various departments. One institution has a minority study program offered jointly by the departments of art, history, sociology, political science and literature. Traditional freshman and sophomore required English courses have been replaced in one institution by interdepartmental courses taught by faculty members from art, English, music, speech and drama. Another institution has introduced a common core curriculum to underline the interrelatedness of knowl-

edge. This is a year-long interdisciplinary course that covers the first three years around the theme, "the search for meaning:" first year — the aesthetic way; second year — the empirical way; and the third year — the practical way.

Beyond what has already been mentioned is a concern during the decade for new groups of people, new subject matter and a recognition of differences in people that require different kinds of opportunities and experiences if they are to receive an optimum education. One example may be useful as an illustration. The M-TEPS program (Metropolitan Teacher Education Program Selection) is designed to prepare teachers from minority groups to work with minorities.

The above discussion is only a brief and inadequate survey of a decade of much serious searching for relevance and improvement in the private sector of higher education. In some of the innovations, the Minnesota private colleges exert a leadership role within the state and nation.

Major Fields of Study

There was an increase in the number of major fields of study, from 308 in 1960-61 to 367 in the 1969-70 academic year. Table 24 indicates the number of major fields in the reporting institutions for the years indicated. It should be noted that although there was a strong 19 percent increase in the total number, the average number of major fields for each of the reporting institutions remained almost constant. The colleges can hardly be accused of proliferating major fields of study. The number of courses within a given major field however is not known.

TABLE 24

NUMBER OF MAJOR FIELDS OF STUDY IN THE FOUR-YEAR COLLEGES FROM 1960-61 TO 1969-70

1960-61	1961-62	1962-63	1963-64	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70
308	311	321	322	324	331	352	356	363	367
19.25 Average				19.06 Average					20.38 Average

In order to better understand the era of the 1960's, it is useful to know the major fields of study discontinued by a number of the Minnesota private colleges. It is difficult to find trends in the addition or deletion of courses. What one institution drops another adds. The whole process adds up to activity — a search for what is appropriate for a particular institution, and this may change periodically. Table 25 indicates both the major fields of study dropped and the number of institutions discontinuing a particular major field. Business education in the period 1960-61 to 1964-65 and classical languages in the period from 1965-66 to 1969-70 lead in the number discontinued. There are also several major fields in each period that could be classified as occupationally-oriented majors.

More occupationally-oriented major fields of study were added during the decade than were dropped. The number of occupationally-oriented major fields of study is given in Table 26 for the period indicated. In only a few cases did more than one institution add the courses listed.

TABLE 25

MAJOR FIELDS OF STUDY DROPPED, 1960-61 TO 1969-70 INCLUSIVE

1960-61 To 1964-65	1965-66 To 1969-70
Art Education	Art
Business Education (4)*	Biology
General Science	Christian Education (2)*
Greek	Economics
History	Pre-Engineering
International Relations	French
Language Arts	German
Pre-Medical Science	Greek-Latin
Music Certificate Program	Greek
Nursing	Home Economics
Physical Science	Latin (3)*
Political Science-Int. Relations	Medical Secretary
	Medical Technology
Religious Education	Natural Science
Secondary Education	Philosophy (2)*
Secretarial Studies	Physics
Social Work	Radiologic Technology
Swedish	Secretarial Studies

*Whenever more than one institution dropped a major field of study, it is shown in parentheses.

TABLE 26

OCCUPATIONALLY ORIENTED MAJORS ADDED DURING THE DECADE OF THE SIXTIES: A COMPARISON OF TIME PERIODS 1960-61 TO 1964-65 AND 1965-66 TO 1969-70

1960-61 To 1964-65	1965-66 To 1969-70
Commercial Art	Business Adm. — Accounting
Christian Education	Business Adm. — Hospital Adm.
Dietetics	Communications & Theatre
Drama	Economics & Business
Earth Science Teaching Major	Education Specialist
Elementary Education (3)*	Health & Physical Education (2)*
General Science Teaching Major	Inhalation Therapy
Medical Technology	Journalism
Music (Sacred)	Music
Pre-Nursing	Music (Applied)
Social Studies Teaching Major	Music (Church)
Speech	Music (School)
	Nursing
	Physical Education (2)*
	Physical Therapy (2)*
	Religious Education
	Social Welfare
	Speech & Theatre
	Textiles & Clothing in Business
	Theatre

*Whenever more than one institution added a major field of study, it is shown in parentheses.

Having looked at the number of major fields of study dropped and the number of fields added that were oriented towards a specialized occupation following graduation, it may be useful to indicate which degree programs were added in common (see Table 27) for the two periods. These tend to be the more traditional, academic programs. These few comments regarding the adding and dropping of courses do indicate that the institutions were wrestling with the problems involved in selecting and keeping the appropriate major fields of study.

TABLE 27

MAJOR FIELDS OF STUDY ADDED IN COMMON FOR TWO PERIODS 1960-61 TO 1964-65 AND 1965-66 TO 1969-70

American Studies	Math
Anthropology	Music (Sacred)
Art	Philosophy
Asian Studies	Psychology
Economics	Religion
French	Russian
German	Social Science
Greek	Spanish
International Studies	

It may be helpful to look carefully at the number of graduates choosing a particular major field of study. Some major fields tend to attract few students as indicated by the number of graduates from a particular program. Appendix E indicates the major fields of study represented by less than five graduates for any one year during the decade. How much this number of low-yield majors affects the efficiency of operation is difficult to assess. What effect the discontinuation of some low yield majors would have on a particular institution is not known.

Figures 3 and 4 give emphasis to the major fields of study that had the lowest number of graduates annually during the periods for which data were collected. These figures are based upon data in Appendix E referred to above. The major fields shown in the Figures are those with an aggregate number of 10 years or more. There are fewer low-yield major fields in the period 1965-66 to 1969-70 (Figure 4) than in the earlier time interval that Figure 3 illustrates. Art, business education, German, Latin, music, philosophy and Spanish are the major fields that accumulated the largest number of years with less than five graduates annually in each major. For the 1965-66 to 1969-70 period, the largest number of years are accumulated in the major fields of chemistry, German, music and philosophy. Both the number of major fields of study and the number of years decreased in the second period studied.

FIGURE 3

MAJOR FIELDS OF STUDY WITH LESS THAN FIVE GRADUATES (IN A SINGLE INSTITUTION) EACH YEAR FOR MORE THAN TWO YEARS, 1960-61 TO 1964-65

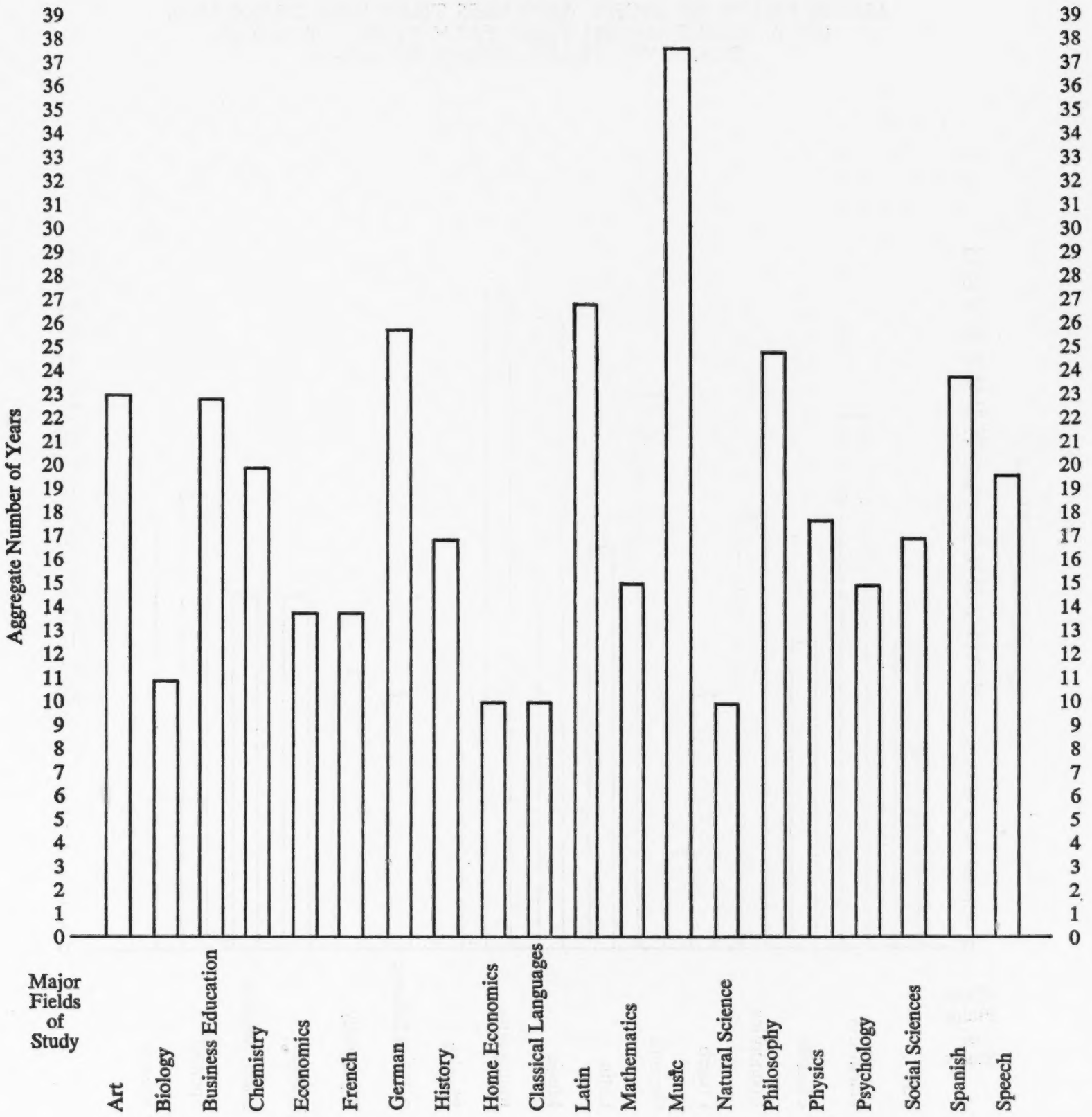
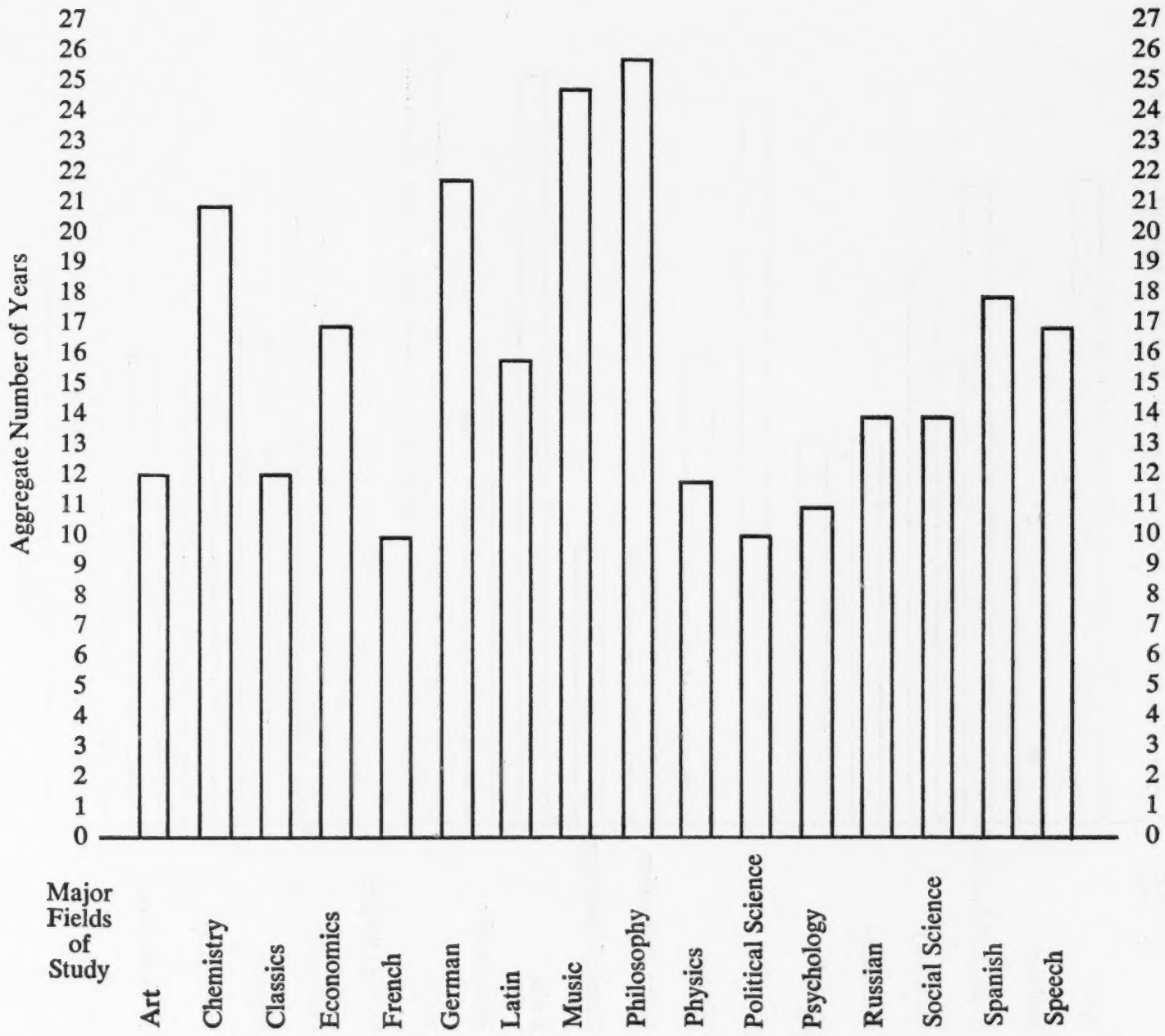


FIGURE 4

MAJOR FIELDS OF STUDY WITH LESS THAN FIVE GRADUATES (IN A SINGLE INSTITUTION) EACH YEAR FOR MORE THAN TWO YEARS, 1965-66 TO 1969-70



Degrees

Respondents to this study were asked to provide narrative answers concerning the changes that occurred during the past ten years with regard to the nature, kinds and meaning of the degrees offered by their institutions. Many institutions undertook no fundamental changes. Two-year colleges evaluated their degree requirements to improve the transfer of students. The distribution of basic requirements shifted slightly in a few institutions to reflect a changing philosophy, giving more emphasis to general education courses.

One example from a four-year college illustrates the movement back and forth which is not atypical of many institutions. This college introduced the B.F.A. degree in 1964; in 1965 the B.S. degree was dropped, and students formerly receiving the B.S. degree were expected to meet requirements for the B.A. degree; in 1968 the B.S. degree was reinstated; in 1969 the B.F.A. in art was dropped and art students earned the B.A. degree. Presently, nearly all students receive the B.A. degree with a few students in biology, nursing and dietetics earning the B.S. degree.

Minnesota private colleges generally offer the B.A. degree with some institutions also awarding the B.S. degree. The law school, in keeping with the trend elsewhere, now awards the J.D. degree (Juris Doctor) as the first professional degree rather than the LL.B degree. Seminaries now award the Master of Divinity degree as the first professional degree rather than the B.D. or S.T.B. degrees offered earlier.

Two-year colleges and four-year colleges have already made some adjustments to accommodate the students who plan to transfer. One respondent from a two-year college reported that some institutions still have rigid requirements and that this creates difficulties for the two-year college student. Another educator replied that in earlier years some of the courses offered by this particular college had been questioned, but few problems currently exist.

Vocationally-oriented courses do pose a problem for transfer. Beauty culture and welding are difficult to incorporate into a four-year liberal arts degree program. Foreign language requirements represented an obstacle in one four-year college, thus it was agreed to waive this requirement for junior transfers. Other colleges have not faced the problem and may experience some difficulties as the number of students transferring to their colleges increases. Two-year college students who have completed a liberal arts program transfer easily into nearly all of the Minnesota private colleges, providing they meet the academic standards of the four-year institution. A recent study shows that 47 percent of Minnesota junior college students would prefer to transfer to private colleges if costs were equalized between the private and public sectors.

Regarding the number of degrees awarded during specified years, Appendix F presents this information as well as the percent of change over the decade and during two selected intervals within the decade. There was an overall increase of 68 percent in the number of degrees awarded. The number changed from 3,516 degrees in 1960-61 to 5,897 for the 1968-69 academic year. During the first four-year period, the positive change was 22 percent. The second four-year interval saw a 37 percent increase.

Figure 5 gives the percentages of the various degrees representing different levels of work. Nearly 85 percent are four-year bachelor degrees with the next highest being the associate degrees followed by the masters' degrees and first professional degrees in that order.

This study did collect data pertaining to special degree requirements. About one-half of the institutions have specified requirements in addition to passing a given number of courses or credit hours.

Proficiency examinations are required by one institution in mathematics, English language and theology. Another college requires a proficiency examination in speech. The Graduate Record Examination is used in a few institutions and some other standardized tests are employed as well. Registry examinations are provided for students in nursing, medical technology, medical records and social case work. Education majors are required to take The National Teachers Examination in one institution. In other institutions comprehensive examinations provided by the faculty are required of all graduates or of those seeking honors. Special written work varies by department within a particular institution. Two reporting institutions require a thesis or research paper of students graduating with honors. Other institutions ask English majors to take a comprehensive written examination. Many other colleges have written work requirements for students in certain departments. Students seeking graduate degrees typically have written requirements mandated.

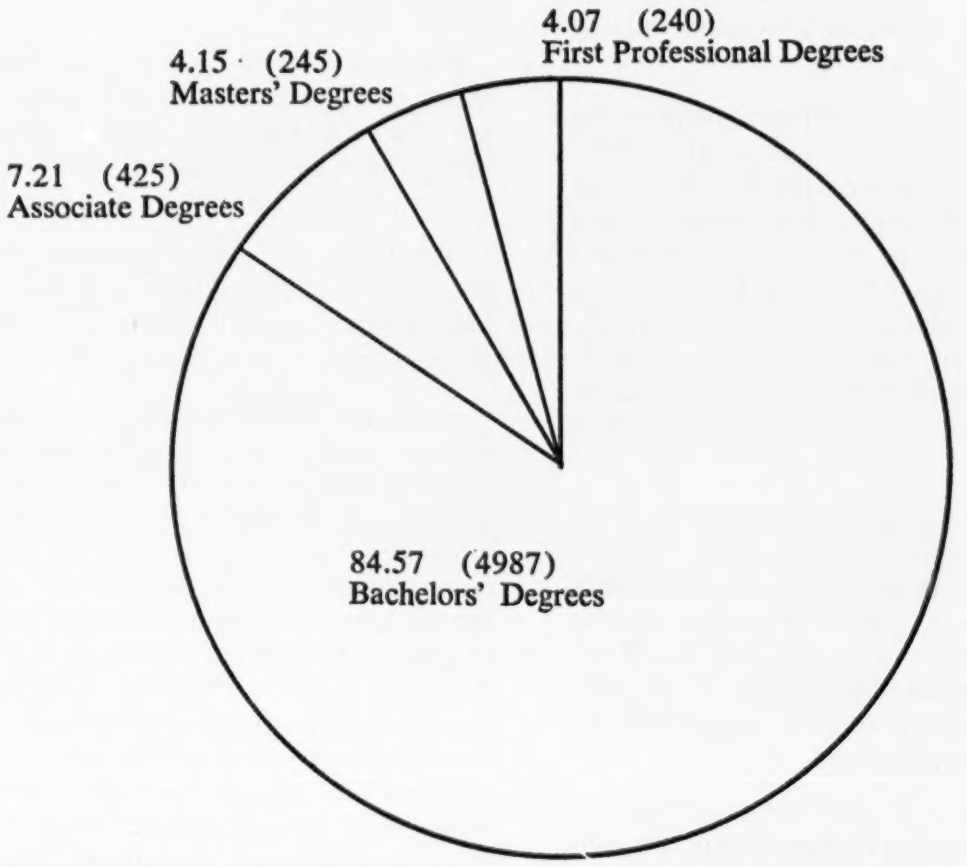
Academic Calendars

More institutions of higher learning in the United States operate on the semester calendar than any other calendar. In recent years there have been a number of changes and numerous experiments with a variety of calendars. An indirect advantage that results in the change to a new calendar is that it forces evaluation in courses and programs. In some institutions, it was the catalyst for institutional self-evaluation. Minnesota private colleges operate on five basic calendars. These include the semester, term, quarter, four-one-four and summer calendars.

One of the criticisms leveled against the semester plan is the lame duck session following the Christmas vacation. Some colleges have overcome this weakness

FIGURE 5

PERCENTAGE OF VARIOUS DEGREES CONFERRED BY ALL MINNESOTA PRIVATE HIGHER EDUCATION INSTITUTIONS, 1968-69



by starting the semester late in August and ending prior to the Christmas vacation. Institutions cooperating with Minnesota public colleges and universities find the semester plan somewhat inconvenient, since the public institutions operate on the quarter calendar.

A term calendar is used by some institutions and the number of weeks vary depending upon the particular college. Each course carries four to six credits. Some teachers were said to have had difficulty adjusting their courses to the larger credit units. The advantage is that it overcomes fragmentation to an extent with the larger course credit units. The term calendar and the quarter calendar differ little. It appears that those using the term calendar moved to fewer courses per term and larger credit hour units. In addition, the quarter calendar seems to be a more fixed unit of time than the term calendar where the terms may vary considerably in length.

The three-quarters calendar with a fourth quarter in the summer offer the student an opportunity to complete a four-year program in three years. Some colleges find it convenient because it facilitates cooperation with Minnesota public colleges and universities. One institution has a three-three calendar with variable credit options. A course may be offered for five weeks, 10 weeks or 15 weeks; the mode is 10 weeks and six credits per course.

Summer calendars range from one to several sessions, depending upon the institution. One college has one-month sessions during the summer, patterned after the January interim of the four-one-four calendar; the one-month schedule was reported with enthusiasm. Other institutions have two summer sessions of equal length, and there are summer calendars with sessions of unequal length. Special freshmen sessions are held by various colleges to prepare beginning students for the regular academic year. The summer is considered an opportunity by some leaders to do a variety of things with a great amount of flexibility.

Findings

• Courses and programs underwent a considerable amount of scrutiny by faculty and administrators dur-

ing the 1960 decade. It was not a static 10 years for Minnesota's private institutions.

- Courses and programs were upgraded and expanded. New methods and facilities were initiated.

- There was a search for program relevance. New fields of emphasis were introduced, such as black studies, urban studies and intercultural studies.

- New colleges were begun with both traditional and new programs, especially in relationship to the health sciences and practices.

- Innovations are a major characteristic of the period for which data were collected. These include new structures, new methods, new calendars, foreign study opportunities and a greater emphasis on new groups of disadvantaged students.

- The number of major fields of study increased by 59, but the average number per institution remained constant.

- There are no trends discernible in the kinds of programs dropped and added in the liberal arts programs during the decade.

- A few more occupationally-oriented programs were added during the last half of the decade than in the first half, but most institutions affirmed their intention of emphasizing the liberal arts programs.

- The dropping and adding of courses and programs was a search for subject matter that related to expanding knowledge, relevance and demand.

- A large number of major fields of study had less than five graduates annually. Some improvement is noticeable in reducing the number of major fields of study considered to be low yield in terms of the number of graduates.

- The basic degree offered in Minnesota private four-year colleges is the B.A. degree. Several institutions offer the B.S. degree, and a still smaller number have a specialized degree, such as the B.F.A. degree.

- First professional degrees changed during the decade. Seminaries now award the Master of Divinity degree rather than the B.D. degree. The new law degree is J.D. (Juris Doctor), replacing the L.L.B. degree.

- There has been serious evaluation of the associate degree by both the two-year colleges and the four-year colleges to facilitate student transfers out of the junior colleges and into the senior colleges.

- The number of degrees awarded increased nearly 68 percent over the decade.

- Eighty-five percent of the degrees awarded were at the bachelor's level. The next highest, seven percent, was the associate degree, followed by the masters' degrees and professional degrees in order.

- Receiving a four-year degree requires the passing of special examinations in some institutions. The Graduate Record Examination or a comprehensive examination prepared by faculty in certain institutions are frequently used. Other institutions have only departmental examinations for the graduates.

- Honor students typically have special requirements when other graduates do not.

- Minnesota private colleges operate on a variety of academic calendars, including semester, term, quarter, four-one-four and summer calendars.

- More institutions are changing to the four-one-four calendar than to any other pattern.

- Summer calendars are many and diverse, ranging from one session to multiple sessions.

CHAPTER VI THE FACULTY MEMBER IN MINNESOTA PRIVATE HIGHER EDUCATION

Introduction

In any system of higher education, the faculty play a leading role. Recognizing this importance, the present chapter will present five major areas of a faculty member's professional life in relationship to an institution of higher learning. First, the origin of education received by the Minnesota private college faculty is considered. Second, faculty status in terms of rank and financial reward are examined. Productivity as reflected in the teaching load, publication and student-teacher ratio represents the third topic for explanation. Professional growth is the fourth topic as reflected in leave policies, attendance at professional meetings and the administrator's evaluation of their faculties. Fifth, faculty retention is considered. Discussed in this context are the impediments in employing, retaining and upgrading faculty along with the number and percent leaving annually.

Twenty-five of the questionnaires which sought data on the private college faculty were returned; this represents more than 75 percent of the total. These provide the data on which the discussion in this chapter is based.

Faculty Education and Origin

Respondents to Questionnaire II were asked to indicate the number of teaching faculty who had earned college and graduate degrees in the several regions listed in Table 28 data. The basis for the geographic divisions is given in Appendix G, representing regions used by the United States Census Bureau. Because each faculty member usually holds more than one degree, the totals in this context are greater than the number of teaching faculty. Much the smallest number received a degree from the Southern region, and in sharp contrast is the number who received a degree from the Central region. To have the full picture, it is necessary to combine the figures for Minnesota with those from the Central region.

Inspecting the top item in Table 28 shows that 659 degrees were awarded to faculty in the reporting colleges and universities from the Minnesota institutions; this is 44 percent of the total degrees reported. Likewise, 83 degrees were earned in the Southern region, and this is six percent of the total degrees reported. Another dimension of the origin of degrees is portrayed in Figure 6, showing the concentration within the Central region. It should be kept in mind that the number of institutions granting graduate degrees in the Central region is great in comparison to the other regions.

Space forbids a listing of all the institutions from which the faculty held highest degrees. Perhaps a fair compromise between none and all is to provide those institutions that awarded five or more degrees to the teaching faculty for either the 1964-65 or 1969-70 academic year. These are not degrees awarded to faculty members during these two selected years. Rather, these are the institutions that awarded the degrees to the faculty who were on the respective college rosters during

TABLE 28

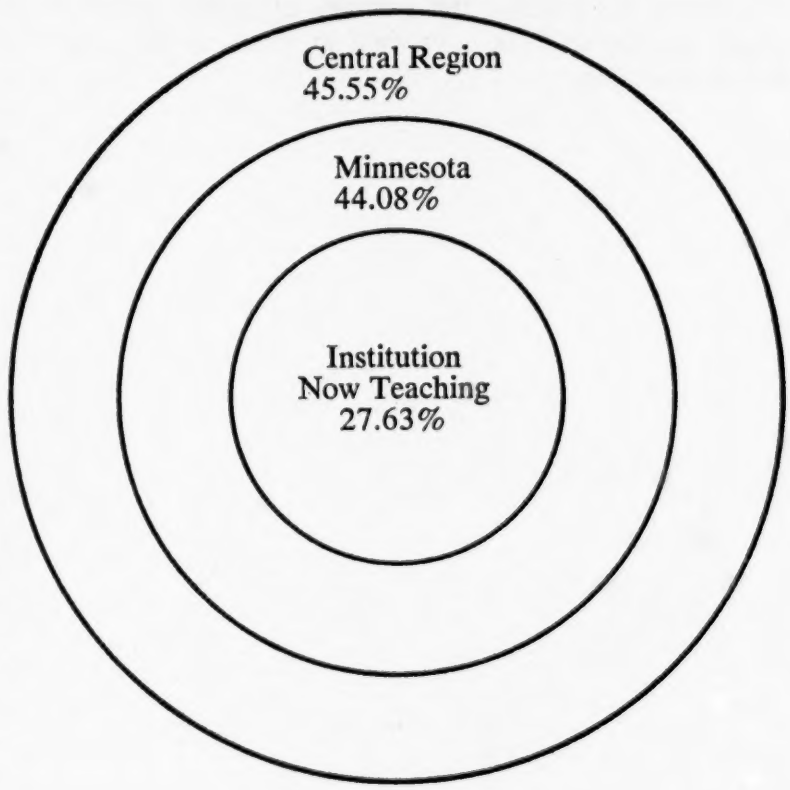
GEOGRAPHICAL ORIGIN OF FACULTY COLLEGE AND GRADUATE DEGREES 1969-70

Category*	Number of Degrees	Percent
Faculty educated in Minnesota.....	659	44.08
Faculty educated in Western region..	191	12.78
Faculty educated in Central region, excluding those educated in Minnesota	681	45.55
Faculty educated in Southern region..	83	5.55
Faculty educated in Eastern region...	445	29.77
Faculty who earned at least one degree in institution in which he or she is now teaching	413	27.63

*See Appendix G for regional division.

FIGURE 6

PERCENTAGE OF FACULTY HOLDING DEGREES FROM SELECTED LOCATIONS, 1969-70.



these two years. These data are given in Appendix H, with those institutions offering the largest number placed first and others following in descending order.

Using the institutions in Appendix H as the base, 42 percent of the institutions are public, and 58 percent are privately controlled. The institutions awarding the highest number of degrees are overwhelmingly located in the Central region. Considering the institutions that awarded large numbers of the highest degrees, the University of Wisconsin and the University of Colorado show highest percentage increases from 1964-65 to the 1969-70 school year. The University of Minnesota outranks all others by a wide margin in numbers of degrees awarded, but the percentage increase is less than many other institutions. Yale University leads the Ivy League schools, with Harvard and Princeton following in order.

Faculty Rewards

It is dangerous to generalize across institutional boundaries in matters of salary, rank and fringe benefits. However, it is generally assumed that, on an intra-institutional basis, there is a positive correlation between the quantity and quality of educational product and the rewards accruing to a particular faculty member.

Table 29 gives several kinds of data related to faculty salaries and fringe benefits. While there have been significant changes in minimum salaries over the period, none is more striking than the bottom of the instructor's scale. The greatest changes have occurred in maximum salaries, witness the high of $20,730.00 for the full professor in the 1969-70 school year in contrast to $10,500.00 in the 1960-61 school year.

TABLE 29

MEDIAN SALARY AND FRINGE BENEFITS FOR FOUR-YEAR INSTITUTIONS 1960-61, 1964-65 AND 1969-70

RANK	1960-61	1964-65	1969-70
FULL PROFESSOR			
Salary Range	6,720 - 10,500	8,180 - 13,500	8,585 - 20,730
Median Salary	7,500	9,066	13,478
Median Fringe Benefits...	814	958	1,346
ASSOCIATE PROFESSOR			
Salary Range	6,300 - 8,388	7,657 - 11,000	9,300 - 12,700
Median Salary	6,838	8,300	11,250
Median Fringe Benefits...	667	842	1,244
ASSISTANT PROFESSOR			
Salary Range	5,600 - 6,500	6,837 - 8,800	8,850 - 11,360
Median Salary	6,257	7,345	9,850
Median Fringe Benefits...	537	627	932
INSTRUCTOR			
Salary Range	3,800 - 5,850	5,410 - 7,200	7,125 - 9,212
Median Salary	5,300	6,500	8,250
Median Fringe Benefits...	386	400	624

Salary percentage increases over the entire period for the several ranks are somewhat varied as Figure 7 makes explicit. For the instructor and assistant professor, the increases were similar, but this is not true for the two higher ranks. It is interesting to observe the percentage increases at the assistant professor level. Starting in 1960-61 to 1964-65 with the lowest increase, it nearly equaled the associate professor level in the 1964-65 to 1969-70 period. Overall, the assistant professor only slightly surpassed the instructor level.

Turning to the percentage increases in fringe benefits shown in Figure 8, few clues are given to any trends among the various ranks. The two highest ranks provide fringe benefits of approximately 10 percent of the median salary; this is not true for the two lowest ranks. For the entire period, the associate professor surpassed the other three levels. In the period from 1964-65 to 1969-70, the instructor level showed the greatest percentage gain.

Ratings provided by the colleges on the basis of the AAUP criteria follow. If one evaluates the data in Table 30 in terms of percentages assigned a particular letter, the relative standing of the Minnesota private colleges improved over the five years given. Twenty-five percent of the reporting institutions had an A rating at the minimum level for the 1968-69 year. Some improvement in the average salary rating is undoubtedly desirable.

FIGURE 7

PERCENT OF SALARY INCREASE DURING 1960's
(FOUR-YEAR INSTITUTIONS)

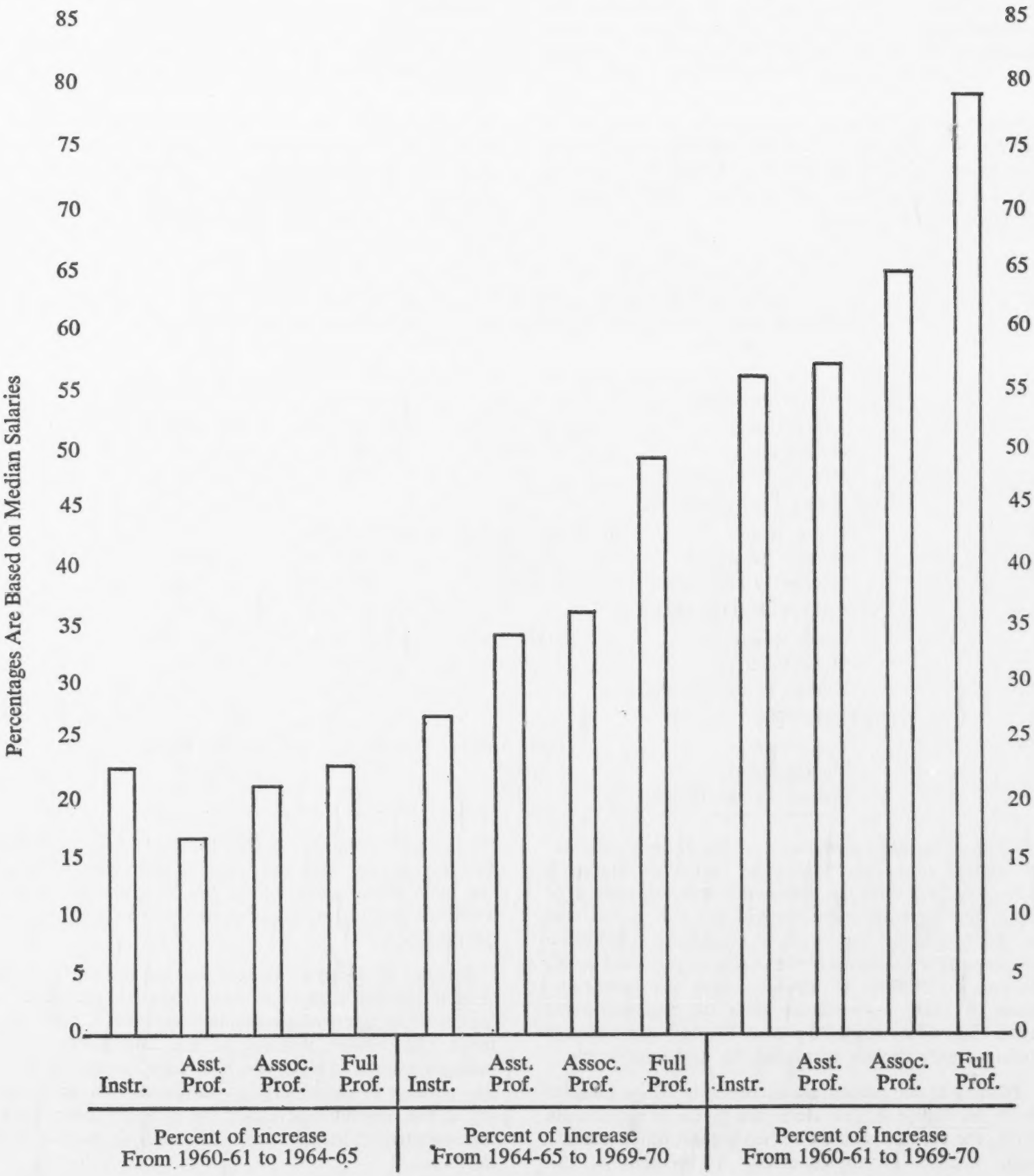


FIGURE 8

PERCENT OF INCREASE IN FRINGE BENEFITS DURING 1960's
(FOUR-YEAR INSTITUTIONS)

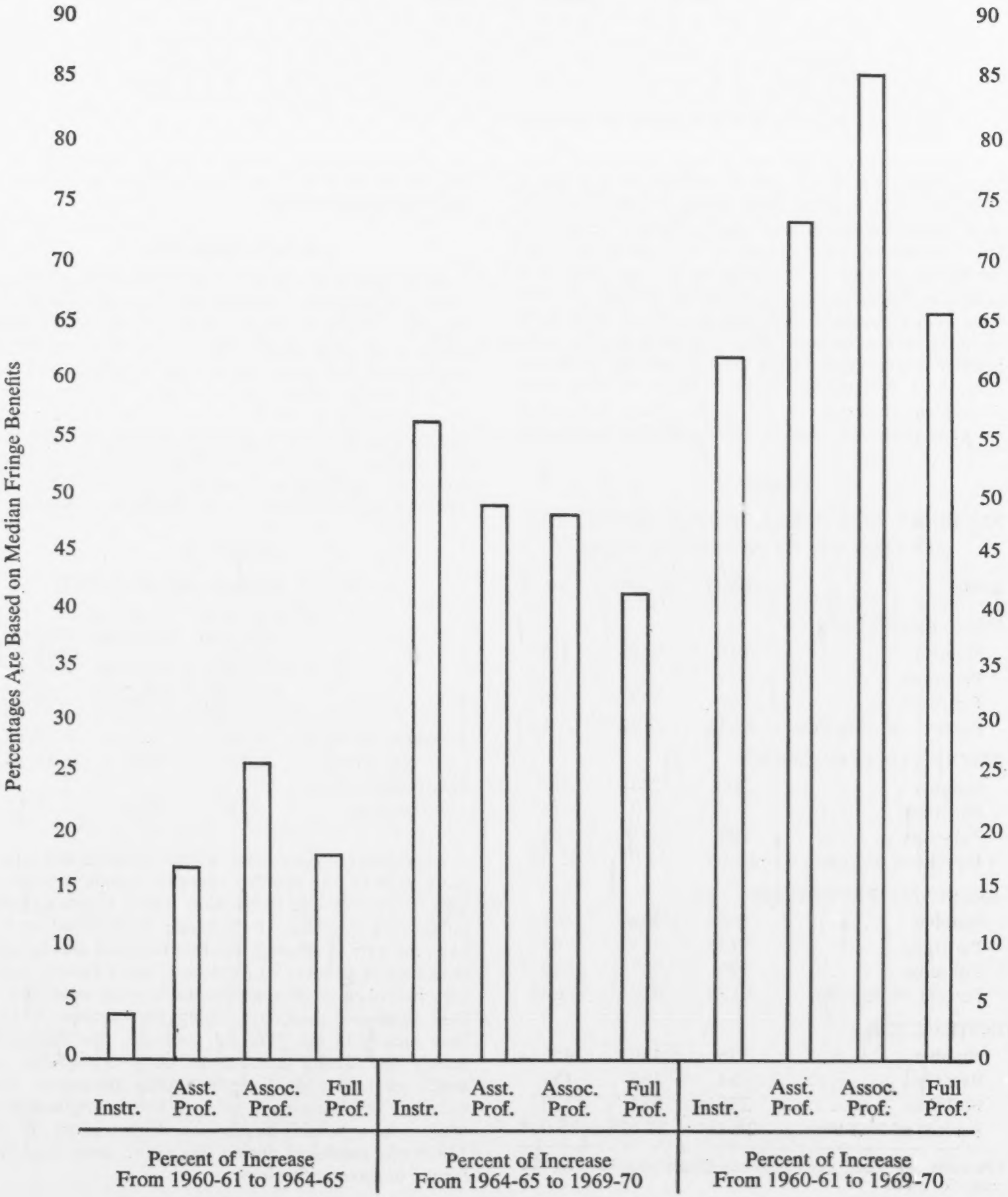


TABLE 30

AAUP SALARY RATINGS FOR YEARS INDICATED
(FOUR-YEAR COLLEGES)

	(N=7)* 1964-65					(N=7) 1965-66					(N=8) 1966-67					(N=12) 1967-68					(N=16) 1968-69				
	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F	A	B	C	D	F
Average	0	1	2	3	1	0	3	1	2	1	0	4	1	2	1	1	3	4	3	1	0	7	4	4	1
Minimum	1	1	1	2	2	1	2	1	2	1	1	3	2	1	1	1	2	6	2	1	4	5	5	1	1

*Refers to number of institutions reporting.

Closely associated with salary level is the rank held by a particular faculty member. The relative percentage associated with a given rank remains consistent to a high degree for the selected years. Table 31 indicates less than three percent change in any one level during the period covered by the three years. Consistent with practices elsewhere, there is a greater number of part-time faculty classified at the instructor level than at all the other levels combined. Figure 9 illustrates the comparative percentages in the four levels. In 1969 the percentage of instructors dropped, while the percentage of assistant professors moved higher. The percentage of associate professors rose in 1969 while the percentage of full professors held steady in the same year. Between the two lower levels and the two higher levels there is a noticeable differential.

TABLE 31

NUMBERS AND PERCENTAGES OF FACULTY ACCORDING TO ACADEMIC RANK

RANK	1960-61	1964-65	1969-70
FULL PROFESSOR			
Number	236	250	316
Part-time	23	7	27
Full-time	213	243	289
Percent of Full-time	22.11	21.22	21.45
ASSOCIATE PROFESSOR			
Number	206	243	321
Part-time	3	2	13
Full-time	203	241	308
Percent of Full-time	21.08	21.05	22.87
ASSISTANT PROFESSOR			
Number	305	362	481
Part-time	13	15	41
Full-time	292	347	440
Percent of Full-time	30.32	30.31	32.67
INSTRUCTOR			
Number	336	450	466
Part-time	81	136	157
Full-time	255	314	310
Percent of Full-time	26.48*	27.42*	23.01*

*Percents are based upon full-time faculty members for the specified year.

Faculty Productivity

Respondents to this study were asked to provide information regarding teaching loads for full-time faculty members. Table 32 indicates the course credit hours taught each week at just under 12, a load considered typical for four-year institutions primarily oriented toward teaching rather than research. The average reported in Table 32 for Minnesota private two-year institutions is probably less than the average for most two-year colleges. The number of hours required for laboratory work varies greatly among the three levels, suggesting a differential in type of institutions reporting.

TABLE 32

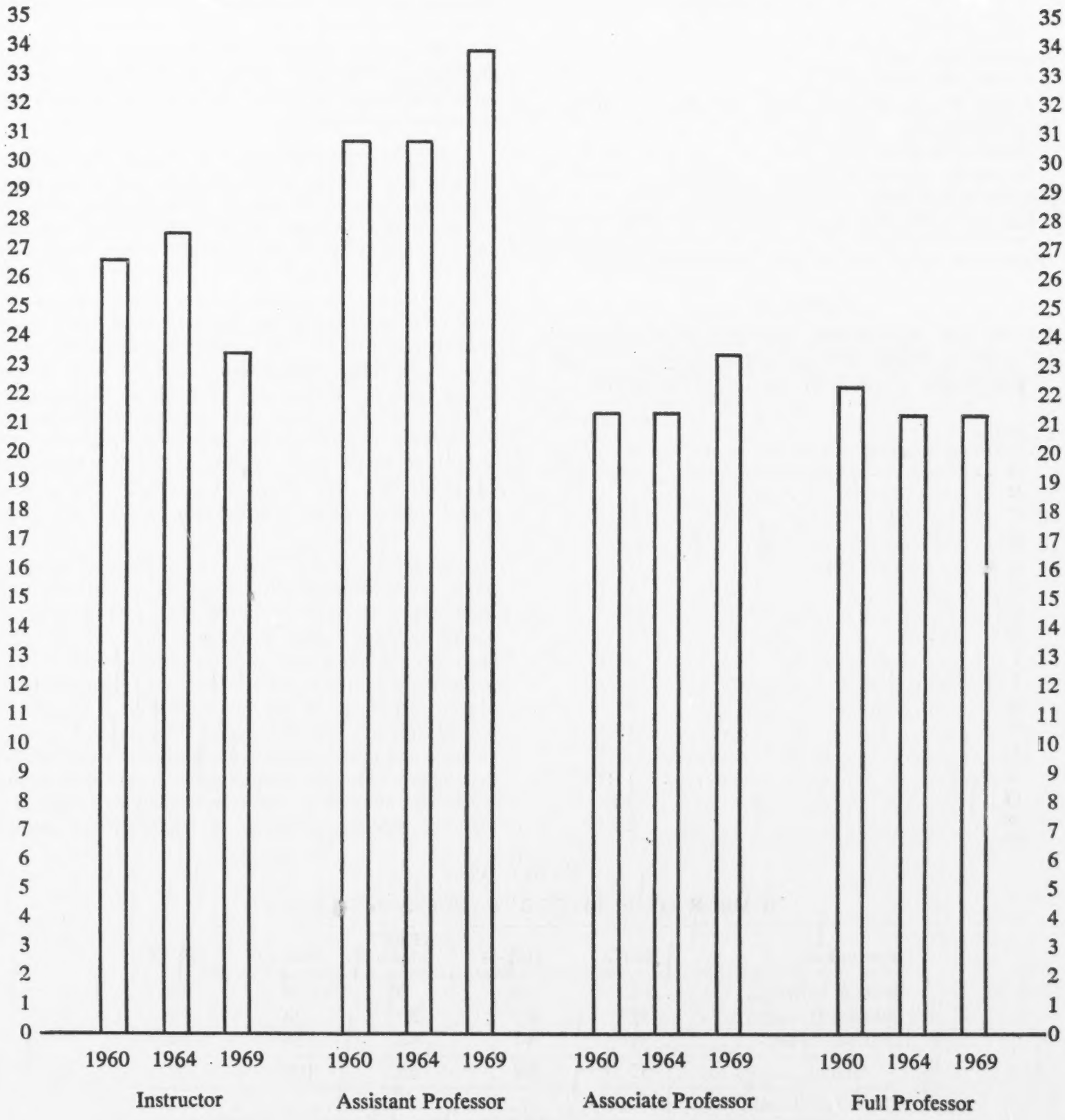
FACULTY MODAL WORK LOAD

Institutional Level	Number of clock hours in the classroom each week (Average)	Number of clock hours in the laboratory each week (Average)	Number of course credit hours each week (Average)
Two-year colleges	12.12	4.50	11.75
Four-year colleges	10.82	9.45	11.26
Post-Baccalaureate Institutions	6.33	0.00	6.50

In addition to time spent in the classroom and laboratory each faculty member spends a certain amount of time in research and publication. Table 33 presents the publication data for 15 four-year institutions over a five-year period. Though discipline-related articles and books are of primary concern here, many faculty members published articles and books in areas unrelated to their academic discipline. Using the number of full-time faculty in the 1968-69 academic year, approximately one faculty member out of nine published an article related to his discipline. Some institutions produce one article annually for each five faculty members while others publish much less. Eighty-seven of the 118 books published during the period came from the faculty of three institutions.

FIGURE 9

PERCENTAGE COMPARISONS FOR FULL-TIME FACULTY
HOLDING VARIOUS RANKS BY SELECTED YEARS



Student-faculty ratios have long been used as an indication of quality of education. It is worthwhile observing that the three faculties producing the majority of the books for the years indicated in Table 33 represent institutions with student-faculty ratios of fewer than 15 students per full-time faculty member. The median student-faculty ratio is 15.50:1 (see Table 34), with the extremes on both ends coming from specialized colleges rather than liberal arts institutions.

TABLE 33

FIVE-YEAR PUBLICATION RECORD
FOUR-YEAR INSTITUTIONS
1964-65 — 1968-69*

Type of Publication	Average Number Per Year	Number
Articles Related to Faculty Members' Academic Discipline	123.20	616
Books Related to Faculty Members' Academic Discipline	23.60	118
Number of Full-time Faculty (1968-69)		1192

*Based upon reports from 15 four-year institutions.

TABLE 34

RATIO OF STUDENTS TO FACULTY, FALL, 1969, FULL-TIME STUDENTS AND FULL-TIME FACULTY (FOUR-YEAR INSTITUTIONS)

Institution	Student-Faculty Ratio
A	8:1
B	9:1
C	11:1
D	11:1
E	12:1
F	13:1
G	14:1
H	15:1
I	16:1
J	17:1
K	17:1
L	19:1
M	19:1
N	19:1
O	20:1
P	28:1

Faculty Professional Growth

While fewer institutions provide for sabbatical leaves on a regularly scheduled basis than might be expected, there are several kinds of aid and leaves available to teaching faculty for the purpose of aiding their professional development. These include summer study and research grants, support for attending professional meetings, special leaves within the limitation of funds, sabbatical leaves, in-service training, travel funds and secretarial assistance.

Academic deans were asked to evaluate their present leave policies as part of this study. In only a few situations was there a high degree of satisfaction with the present policy. In some instances the policy was new and not fully tried. Many institutions had inadequate funds to maintain a full sabbatical leave program available to all faculty members. One post-baccalaureate institution reported giving the sabbatical leave every seventh year with full pay. Four-year colleges with sabbaticals provided one-half pay for a full year. In one institution a few leaves were available at 80 percent of a full-year's salary; these were awarded on the basis of competition. In 1968-69, the percent of faculty on leave in relation to the total number of full-time faculty in 24 institutions was above six percent. This percent would not vary greatly for the other years. (See Table 35.)

Attendance and participation at professional meetings offers another opportunity for faculty growth. Table 36 shows the number of faculty members and the percentage of the total faculty in the reporting institutions for each level in attendance at professional meetings. The percentages follow a pattern that one might expect; a higher percentage of the two year college faculty attended state meetings than national meetings. Four-year colleges and post-baccalaureate institutions have higher percentages of faculty attending meetings at the national level. The number of faculty who actually attend professional meetings is obviously related to the amount

TABLE 35

NUMBER OF FULL-TIME FACULTY ON LEAVE

Type of Leave	YEARS 1960-61	1962-63	1964-65	1966-67	1968-69
Special Leave	1	4	6	9	11
Sabbatical Leave	17	17	20	34	28
General Leave	39	47	40	58	54
Total	57	68	66	101	93
Percent of Total Faculty on Leave					6.42

TABLE 36

PERCENT OF FACULTY BY INSTITUTIONAL LEVEL ATTENDING PROFESSIONAL MEETINGS AT SPECIFIED GEOGRAPHICAL LEVELS, 1968-69

Institutional Level	Geographical Level: State Number	State Percent	Regional Number	Regional Percent	National Number	National Percent
Two-year Colleges ...	59	66.29	18	20.22	12	13.48
Four-year Colleges...	339	33.46	277	27.34	397	39.19
Post-Baccalaureate Institutions	9	20.93	13	30.23	21	48.84

TABLE 37

COLLEGE SUPPORT FOR ATTENDING PROFESSIONAL MEETINGS PER FACULTY MEMBER

Level of Institutional Support	Number of Institutions (N=23) 1964-65	1968-69
0.00 - $ 50.00	13	9
$ 51.00 - $100.00	2	3
$101.00 - $150.00	3	3
$151.00 - $200.00	2	4
Total expenses	2	3
Traveling expenses only	1	1
Average for institutions indicating a specific amount	$111.00	$122.00
Highest amount paid by a single institution providing a fixed amount	$200.00	$200.00
Number of institutions not providing		
Monetary support	10	8
Two-year colleges	4	3
Four-year colleges	4	3
Post-Baccalaureate Institutions	2	2

of financial support available for such purposes. Information on the amount of financial aid provided by the various institutions was requested; Table 37 gives the level of support indicated by the respondents. Some improvement is noticeable in the level of support as well as in the number of institutions providing financial aid.

Table 38 indicates the nature of faculty participation in professional meetings. One caution to the reader seems advisable; it is only a coincidence that the percentages total 100 percent. The same people who read papers may have served as a panelist or may have been participants in any of the other categories.

In order to assess the degree to which faculty members maintain or update their knowledge and skills, administrators were asked to make ratings of their respective faculties. This resulted in a broad range of ratings (see Table 39). Following along the top row of numbers from the left, six administrators indicated that 10 percent or less of their faculty members rated less than average. Three administrators reported that somewhere between 11 percent and 20 percent of their faculty rated less than average. In contrast, two administrators replied that 91 percent to 100 percent of the faculty members represented in these institutions updated their skills more than average. The administrators in most instances placed a percentage rating in each of the three categories; only rarely did they assign 100 percent to a single category.

TABLE 38

FACULTY PARTICIPATION AT PROFESSIONAL MEETINGS IN SELECTED CAPACITIES, 1968-69* (FOUR-YEAR INSTITUTIONS)

Type of Participation	Number	Percent of Total Full-Time Faculty
Read Paper	70	28.34
Served As Panelist	55	22.27
Had Committee Assignment	66	26.72
Other	56	22.67

*Based upon reports from 16 four-year institutions.

TABLE 39

ADMINISTRATORS RATE THEIR FACULTIES IN REGARD TO UPDATING THEIR KNOWLEDGE TO THE EXTENT THAT THEY HAVE REMAINED EFFECTIVE SCHOLARS AND TEACHERS SINCE RECEIVING THEIR HIGHEST DEGREE

Rating	Number of Institutions	PERCENT OF FACULTY 0-10	11-20	21-30	31-40	41-50	51-60	61-70	71-80	81-90	91-100
Less Than Average		6	3	2	0	1	1				
Average		1	1	2	2	3	6	0	1	0	1
More Than Average		0	5	4	1	1	1	1	1	2	2

Faculty Retention

An important measure of institutional attractiveness is the faculty retention ratio. This study sought both turnover statistics and the reasons given by administrators for this turnover. Table 40 provides information regarding turnover, based on data from 15 four-year institutions. As might be expected, there is wide variation between institutions for the years studied. However, there is remarkable consistency in the percentages in viewing the total group. The 10 percent turnover ratio for the entire group of institutions would appear to be well within the range of acceptability.

TABLE 40

NUMBER OF FULL-TIME TEACHING FACULTY LEAVING INSTITUTIONS FOR THE YEARS INDICATED*

Category	1960-61	1964-65	1968-69
Number	91	109	127
Percent of Total Faculty ...	10.56	10.46	10.33

*Based upon reports from 15 four-year institutions.

Table 41 presents the reasons given for faculty turnover by institutional administrators in their rank order of importance. It could be expected that inadequate salary and fringe benefits would be ranked highest. As indicated above in this chapter, however, considerable improvement has been made in the area of salary and fringe benefits. The second reason given by administrators for turnover is that "faculty members have inadequate awareness and preparation for distinctive purposes . . ." of the institution. This item, though difficult to analyze, may be related to the third most important reason cited — "little or no research opportunity." It may be that administrators perceive faculty disappointment over exclusive involvement in the primary mission of the college — teaching. The two items ranked lowest — geographical isolation and unsatisfactory teaching conditions — appear to be only minor problems for most colleges.

TABLE 41

IMPEDIMENTS IN EMPLOYING, RETAINING AND UPGRADING QUALITY FACULTY

Rank Order	
1.	Salary and fringe benefits inadequate.
2.	Faculty members have inadequate awareness and preparation for distinctive purposes of your institution.
3.	Little or no research opportunity.
4.	Geographical location too isolated.
5.	Teaching conditions unsatisfactory.

Findings

- Minnesota private college faculty hold more degrees from the Central region than from any other region, based upon Appendix G classifications.
- Nearly as many degrees have been conferred on the several private college faculties from Minnesota colleges and universities as from the other states combined in the Central region.
- Out of a total of 2472 degrees reported, 413 were conferred on the faculty members by the institutions in which they are presently teaching.
- The Southern region provided the least number of degrees held by the faculty.
- By a wide margin, more of the highest degrees held by the Minnesota private college faculties were awarded by the University of Minnesota than by any other institution.
- More than half, 58 percent, or 32 of the 56 institutions awarding five or more degrees for either year (1964-65; 1969-70) to the private college faculty came from private institutions.
- Median salaries for the 1969-70 academic year ranged from $8,250.00 to $13,478.00, moving from the instructor's rank to the full professor's rank.

- Fringe benefits in the 1969-70 school year were approximately 10 percent at all ranks, except for the rank of instructor where it was less.

- Both salaries and fringe benefits have improved greatly over the decade, but the administrators in many institutions are acutely aware of less than desirable and less than competitive salaries for their faculties.

- Percents of the private college faculty holding a given rank remained quite constant. From 23 percent to 26 percent were instructors; from 30 percent to 33 percent were assistant professors; from 21 percent to 23 percent were associate professors; and from 21 percent to 22 percent were full professors.

- Approximately 12 course credit hours represents a teaching load in both the two-year and four-year institutions.

- Teachers in senior institutions having laboratories as part of their courses average about nine and one-half hours in the laboratory each week. Two-year college teachers involved in laboratories average about four and one-half hours per week in the laboratory.

- Approximately one faculty member out of nine published an article in the 1968-69 academic year.

- The reporting institutions published approximately 24 books annually during a recent five-year period.

- Four-year institutions had a median student-faculty ratio of 15.5:1 in the 1969-70 school year.

- Leave programs vary widely among the institutions, with most leaders aware of serious weaknesses in the existing programs.

- During the 1968-69 year more than six percent of the full-time faculty were on leave. This appears to be a typical year.

- A higher percentage of two-year faculty attend professional meetings at the state level than at the regional or national level.

- For the four-year college faculty and post-baccalaureate institutions, a higher percentage attend professional meetings at the national level than at the regional or state level.

- Institutional support for attendance at professional meetings is found to be variable among the colleges and universities; in some, it is nonexistent.

- A small number of institutions allow up to $200.00 per faculty member per year for the purpose of attending professional meetings.

- In terms of updating their knowledge and skills, administrators rated their faculties across a 100 percent spectrum from less than average to more than average. Six leaders rated a certain percent of their faculties as less than average and 18 leaders rated a certain percent of their faculties as more than average.

- Salary and fringe benefits were ranked number one in a series of items as the greatest impediment in employing, retaining and upgrading the quality of their faculties.

- Unsatisfactory teaching conditions were ranked at the bottom of the rank order analysis.

- Approximately 10 percent of the Minnesota private college faculty leave the institutions annually.

CHAPTER VII LIBRARIES

Introduction

Minnesota private college libraries have improved immeasurably during the 1960 decade. The number of holdings has greatly increased as financial resources available for library needs became accessible in larger amounts. Cooperative arrangements materialized that facilitated more and better use of many library materials along with increasing the number of holdings available to both students and faculty. New and more efficient ways of library management were explored. Many institutions underwent significant evaluation of their library strengths and weaknesses. The past decade opened up new concepts of what a library should be for the academic community, leading to the concept of a complete learning resources center. The future offers much challenge and opportunity for Minnesota private higher education in the library field.

This chapter reviews a variety of topics concerning the library system in Minnesota's private colleges and universities. First, the library staff is looked at from several perspectives with emphasis on the head librarian. Second, the number of holdings is described and some comparisons are made. Third, those departments that are best and least supported by the present library holdings are given. Fourth, an evaluation of the libraries by the librarians is presented.

Twenty-eight of the 32 private institutions returned the questionnaire giving information about their libraries. These provide the data for the following outline and analysis.

Librarians and Staff

The libraries of the 28 reporting institutions were staffed by a total of 205 full-time librarians and supporting staff members during the fall of 1969 (see Table 42). This produces a ratio of 120 full-time students to each full-time librarian or staff member. Eighty-three percent of the head librarians in the private colleges hold faculty rank, with 17 percent holding faculty status but not rank.

TABLE 42

LIBRARIANS AND STAFF IN MINNESOTA PRIVATE COLLEGES, FALL, 1969

Number of Full-time Librarians and Staff (N=28)	Salary of Head Librarian (N=23)**		Status of Head Librarian (N=24)	
	Median	Mean	% Holding Faculty Rank	% Holding Faculty Status but not Rank
205*	10,061	10,978	83.0	17.0

*Ratio of full-time students to full-time librarians and staff 120:1.
**Number of institutions.

Salaries for the head librarians span a wide range from a low of $3,000.00 to a high of $18,700.00 (see Table 43). Because of the range there is a considerable difference between the median and mean salaries. The mean salary in the four-year colleges is $11,903.00, and the median salary is $12,000.00 for the head librarian. In the four-year colleges, the median salary for the head librarian is between the median salary for the associate professor and full professor, but the librarian's salary is based on a calendar rather than academic year schedule.

Library Holdings

Library holdings in the reporting institutions are shown in Figure 10 for the 1968-69 academic year. One four-year institution indicates an unusually small number of total holdings. This is a new institution and data from the succeeding year indicated that the holdings had risen to approximately 15,000 volumes. Some Minnesota private college libraries are excellent and would rank high among liberal arts colleges of similar size anywhere. Others are smaller than desirable and have some weaknesses.

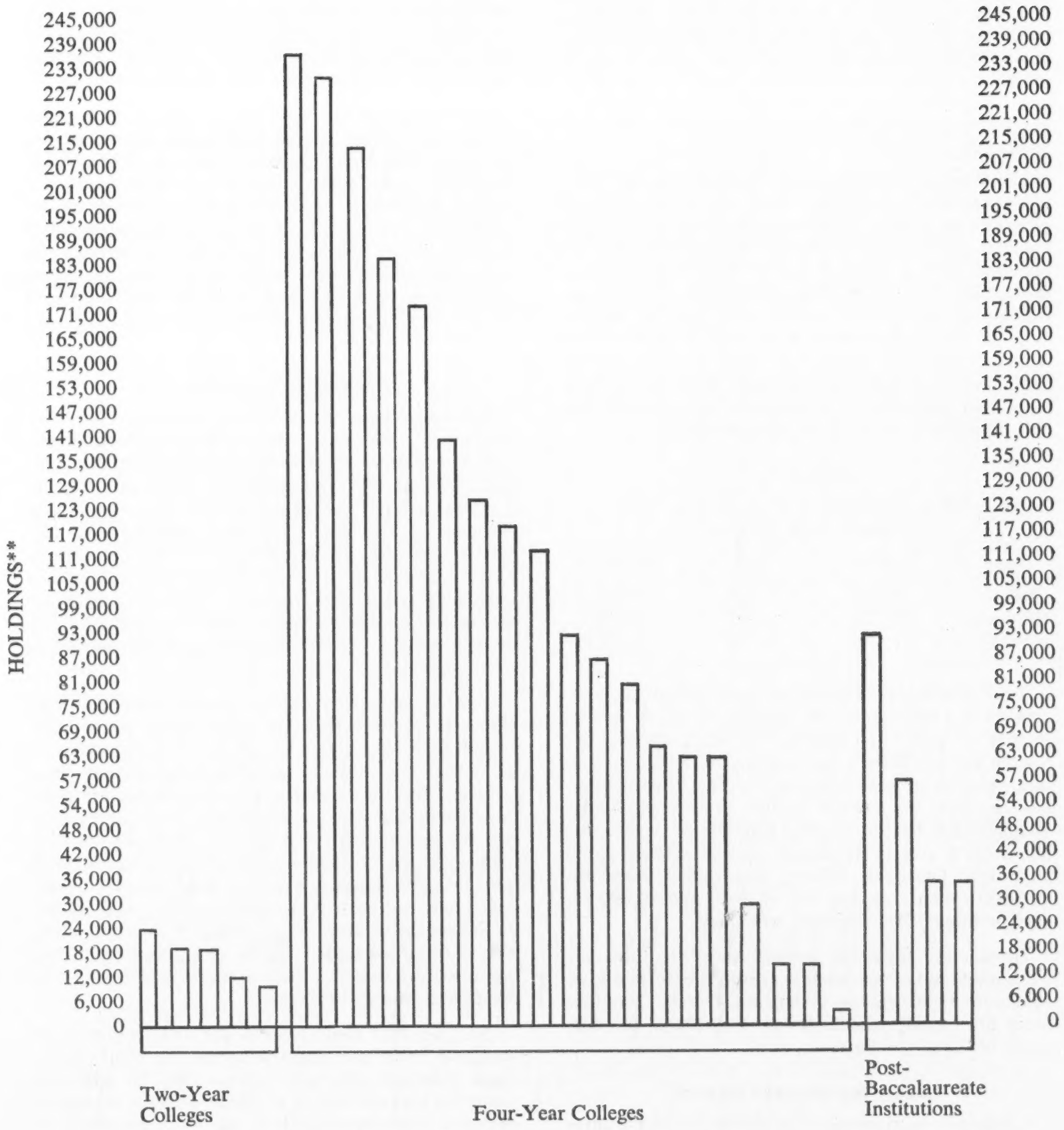
TABLE 43

HEAD LIBRARIAN'S SALARY, 1969-70 (12 MONTH)

$18,700	10,061
15,600	10,000
15,280	10,000
14,200	9,621
13,500	9,500
13,500	9,400
13,000	9,180
13,000	8,900
12,000	7,975
12,000	7,791
10,500	5,800
	3,000

FIGURE 10

LIBRARY HOLDINGS, 1968-69*



Appendix J should be consulted for the total number of holdings available to students. These are also available to serve the needs of the faculty members. It would be incorrect to conclude that students in Minnesota private colleges are seriously handicapped for want of library materials. The large numbers of volumes available to many students results from having access to the excellent University of Minnesota library resources, which include holdings of nearly three million volumes. Allowing for branch campus libraries and the many specialized collections, the number used for this study was 2,000,000 whenever the main University library was listed as one of the resources available to students and faculty.

Libraries have increased their nonprint material holdings dramatically during the 1960's and the years ahead promise even greater expansion in these materials. Total holdings reported here include both print and nonprint materials such as records, tapes, films and microfilm documents. Three types of materials will be used here to indicate the changes in holdings of a nonprint nature. Only in recent years have these been catalogued and included within the library resources in a number of institutions. The data included in Table 44 for records, tapes and microfilm give conservative estimates, but they do indicate the trend for the past decade.

TABLE 44

SELECTED NONPRINT HOLDINGS, 1960-61 1964-65 AND 1968-69

Years	Records	Tapes	Microfilms
1960-61	5,595	64	4,048
1964-65	12,799	257	11,047
1968-69	31,416	7,105	44,108

Total holdings for the reporting institutions have increased at a rapid rate (see Figure 11). There was an increase of nearly four hundred thousand volumes during the period 1960-64 and a nearly six hundred thousand volumes increase in holdings for the 1964-68 interval. In 1968, the average number of library holdings was 84,148 in the 28 reporting institutions. Considering the average size of Minnesota private colleges (938 students), American Library Association standards (50,000 volumes for first 600 students and 10,000 for each additional 200 students) were met.

Despite the favorable average statistics, there are weaknesses and unmet needs in nearly all of the libraries. Minimum standards are seldom satisfactory. Numbers alone are terribly insufficient as an index to the adequacy of library holdings.

Library Departmental Support

Librarians were asked to provide a list of the three departments which were best supported by the library holdings and three departments which were least served. Table 45 provides the information for the departments least supported. More institutions report weaknesses in the humanities than in any other discipline area. Science and mathematics departments follow in second place. Next followed the fields of study classified as behavioral sciences. Foreign languages listed under humanities were indicated as a weak area by more institutions than any other department. Many weaknesses in library holdings relating to interdisciplinary studies may stem from the fact that they have been only recently initiated.

Several libraries indicate strong support for various departments. Table 46 shows the departments which are best supported by the present library holdings. Aside from religion and history, only a small number of institutions report strength in a significant number of departments. Two institutions list the foreign languages as the department best supported while nine colleges list languages as least supported. Twice as many institutions show science and mathematics to be least supported as show this broad field of knowledge to be best supported.

Library Evaluation

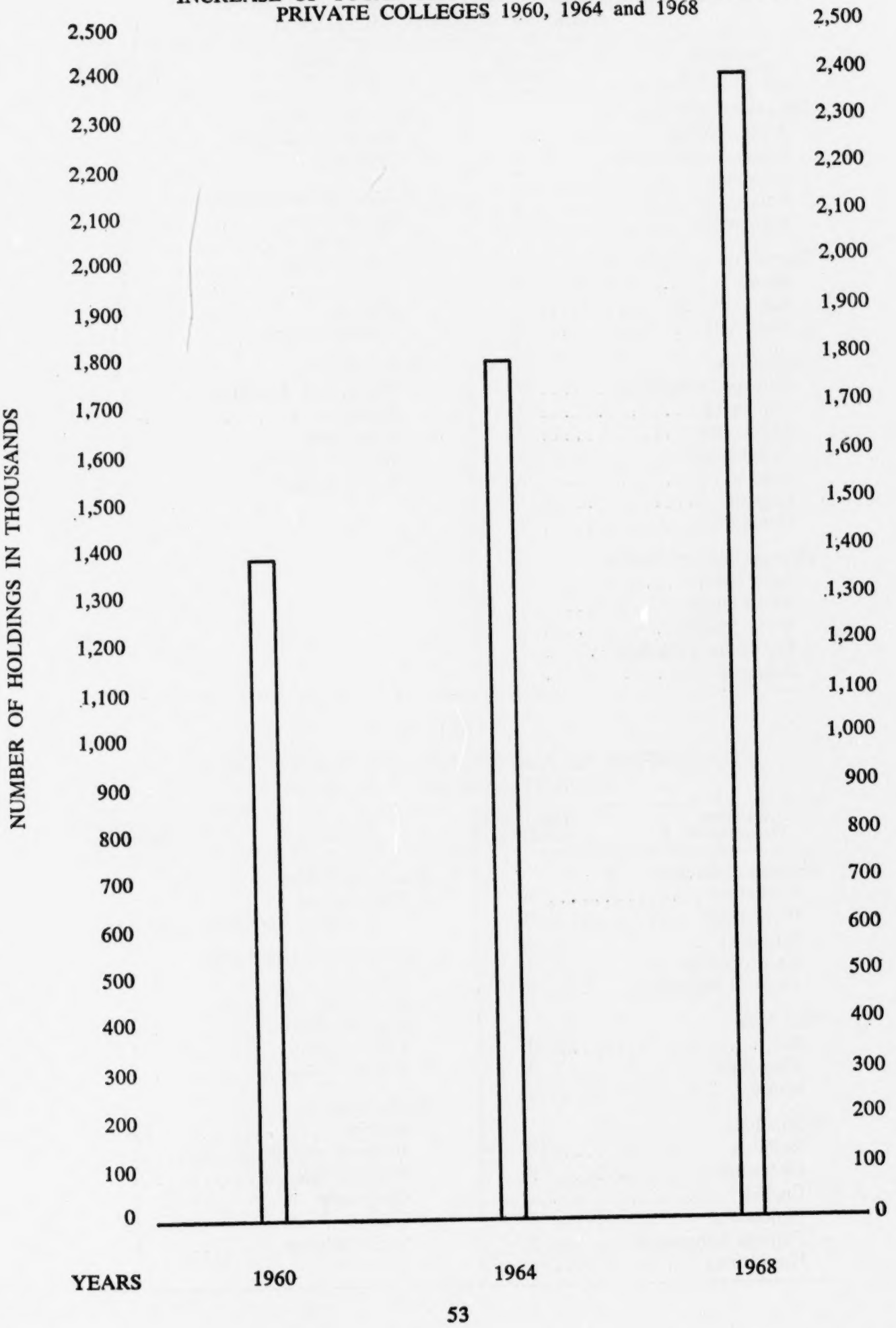
Plans have been or soon will be formulated for many institutions to improve services in keeping with the nature and demands of the various institutions. Cooperative efforts are playing a major role in the thinking and planning of nearly all private college libraries. Several respondents indicated that library planning is closely interwoven with the progress in cooperative efforts. Systematic evaluation is accomplished through special evaluation teams, the American Library Association's *Books for College Libraries* and other standard reference resources, curricular program reviews and other useful methods.

Budgets and space are ever present concerns. Some librarians indicate they are handicapped by the lack of adequate facilities and space. A few institutions have been successful in acquiring funds beyond those available from the colleges' resources. Plans are being formulated for new or additional space as finances become available in a few colleges. Nonprint materials have taken on a whole new dimension in recent years for librarians. There is currently much interest regarding serials and periodical collections. The new interest in the student as learner has tended to focus the attention of librarians on the concept of a library as a learning resources center. Listening rooms and laboratories have become more prevalent.

New fields of study at both the undergraduate and graduate levels are major concerns for some institutions. Graduate programs call not only for additional materials but resources of a different level of conceptual difficulty. Evaluative efforts appear to be concerned not only with providing more traditional services but also

FIGURE 11

INCREASE OF TOTAL LIBRARY HOLDINGS IN MINNESOTA PRIVATE COLLEGES 1960, 1964 and 1968



53

TABLE 45

ACADEMIC DEPARTMENTS LEAST SUPPORTED BY PRESENT LIBRARY HOLDINGS

Academic Departments	Number of Institutions
Behavioral Sciences	
Anthropology	3
Physical Education	3
Sociology	3
Education	2
Psychology	2
Fine Arts	9
Music	5
Art	3
Fine Arts	1
Humanities	
Foreign Languages	9
Literature	3
Philosophy	3
Religion	3
Speech	3
English	1
Humanities	1
Interdisciplinary Studies	
Area Studies	1
Asian Studies	1
Black Studies	1
Far Eastern Studies	1
Urban Studies	1
Practical Studies	
Home Economics	2
Nursing	2
Science and Mathematics	
Science	7
Chemistry	3
Mathematics	2
Physics	2
Biology	1
Natural Science	1
Social Sciences	
Business & Economics	2
History	2
Geography	1
Political Science	1
Social Science	1

TABLE 46

ACADEMIC DEPARTMENTS BEST SUPPORTED BY PRESENT LIBRARY HOLDINGS

Academic Departments	Number of Institutions
Behavioral Sciences	
Education	6
Psychology	2
Sociology	2
Anthropology	1
Physical Education	1
Fine Arts	
Art	1
Fine Arts	1
Music	1
Humanities	
Religion	19
Literature	8
English	7
Philosophy	5
Foreign Languages	2
Humanities	1
Practical Studies	
Paramedical	
Technical Education	1
Science and Mathematics	
Biology	2
Chemistry	2
Mathematics	2
Life Sciences	1
Natural Sciences	1
Social Sciences	
History	13
Business and Economics	2
Political Science	2
Geography	1
Law	1
Social Science	1

with examination of the philosophy upon which the library programs and services rest.

Findings

- There is one full-time librarian or staff member for each 120 full-time students in Minnesota private colleges.
- Eighty-three percent of the head librarians hold faculty rank; 17 percent hold faculty status but not rank.
- The mean salary for the head librarians in the 1969-70 academic year was $10,978.00 and the median was $10,061.00, considerably less than the mean.
- The median salary (calendar year) for the librarians is between the associate and full professor median salary based on an academic year.
- Library holdings in the private institutions show great variation in total numbers and in relationship to the number of holdings per full-time student.
- The total available resources to students is in most cases many times greater than the number available through the college attended by a particular student.
- Although perhaps inconvenienced at times, few students attending private colleges have needs for which library resources are not available.
- Nonprint library resources are bringing about an evaluation of the nature of library holdings in certain areas, particularly periodicals.
- Records, tapes and microfilms have each increased in number several hundred percent during the 1960 decade.
- While the holdings in films, microfiche and microcards are increasing rapidly, the numbers presently held are not as great as for records, tapes and microfilms.
- Total holdings in the reporting institutions were 2,356,164 for the 1968-69 academic year as compared to 1,394,247 for the 1960-61 year.
- The greater weaknesses in relationship to need for some institutions is the broad fields of humanities, science and mathematics and the behavioral sciences.
- Other librarians reported that the greatest strength of their colleges' libraries is in the humanities, social sciences and the behavioral sciences.
- Systematic and periodic evaluations are important concepts to the private college librarians.
- Cooperative efforts are playing a major role in current library planning.
- New methods of storage and retrieval are being used and planned.
- Library space is a pressing concern for some librarians.
- Library finance is a serious problem for some librarians.
- The concept of the library as a learning resources center is in the formative stages for most libraries.
- The current evaluation is going beyond traditional thinking and moving into the total philosophy that serves to direct the library.

VIII PHYSICAL FACILITIES

Introduction

Physical facilities provide the enclosed space necessary to achieve institutional objectives. In a comprehensive sense, the physical facilities are part of the curriculum—that which influences and helps to shape the total educational experience of the entire academic community. This chapter reviews the quantitative aspects of physical facilities in Minnesota's private colleges and universities. Three major topics are used in presenting the material. First, the state of repair among the physical facilities owned and used by the private institutions is reported. Second, a discussion of the building program during the past 10 years highlights new buildings, square feet and cost among other items. Third, space utilization is analyzed showing comparisons with other systems in the state.

The topic of space utilization is aided by having available data from a state-wide physical facilities inventory finished in the spring of 1970 prior to the completion of the private college study. With the exception of space utilization, the following discussion is based upon replies from 26 of the 32 private institutions reporting regularly to the Minnesota Higher Education Coordinating Commission.

Building Repair

The oldest building in use on Minnesota private college campuses was built in 1868 and is currently used as a dormitory. Buildings constructed prior to 1900 are used for a wide range of purposes. Some of these aging buildings on campuses have been dubbed "Old Main" and undoubtedly carry a certain sentimental value. During the twentieth century, the two most recent decades accounted for a large number of structures built (see Table 47). The decade of the '30's saw few new buildings constructed. Recently, from 1961 to 1970, there emerged nearly one hundred new buildings giving rise to what one educator called the "Edifice Complex."

TABLE 47

AGE OF BUILDINGS

Number Constructed Within a Particular Time Interval								
Before 1900	1901 to 1910	1911 to 1920	1921 to 1930	1931 to 1940	1941 to 1950	1951 to 1960	1961 to 1970	Total
38	29	27	34	17	32	58	96	331
11.48	8.76	8.16	10.27	5.14	9.67	17.52	29.00	% of Total

Respondents were asked to rate the condition of their buildings as excellent, good or poor (see Table 48). As expected, there is a positive correlation between the age and the condition of buildings. Nearly one-half of the buildings were reported to be in an excellent state of repair; almost one-third were reported in good condition, and less than one-fifth were rated as in poor condition. As well as providing a rating for each building on campus, the respondents were also asked to indicate the amounts of funds necessary to correct the deficiencies in those facilities rated good or poor; Table 49 gives the totals. Instructions included with the questionnaire asked the respondents to rate "poor" those facilities considered marginal. In the "poor" category, therefore, Table 49 reflects only the amounts of money necessary to renovate the buildings worth preserving for the 26 reporting institutions. Reasoning from the data reported in Table 49 regarding the four-year colleges, the amount of deferred maintenance per full-time student was $830.00 in the fall of the 1969 school year. If one assumes this to be fairly accurate for all private institutions, (N=32), the total deferred maintenance is over $23 million dollars. The major sources of maintenance funds come from the current operating budget, and the percent used for the physical plant decreased during the 1960 decade

TABLE 48

AGE OF BUILDINGS CORRELATED WITH CONDITION

	Condition			
Time Built	Excellent	Good	Poor	Total
Before 1900....	1	15	22	38
1901 to 1910...	2	16	11	29
1911 to 1920...	4	15	8	27
1921 to 1930...	9	17	8	34
1931 to 1940...	5	11	1	17
1941 to 1950...	10	13	9	32
1951 to 1960...	40	16	2	58
1961 to 1970...	92	4	—	96
Total	163	107	61	331
% of Total.....	49.24	32.23	18.43	100%

as indicated in Table 68 in the chapter on Finance. Only five buildings from the reporting institutions are maintained by endowment funds.

TABLE 49

AMOUNT OF DEFERRED MAINTENANCE, FALL, 1969

Institutional Level	Amount
Two-Year Colleges	525,000
Four-Year Colleges	18,130,813
Post-Baccalaureate Institutions	2,500
Actual Total (N=26)*	18,658,313
Estimated Total (N=32)	23,300,590

*Number of reporting institutions.

The Building Program During the Last Ten Years

More than four million square feet were constructed (see Table 50) by the reporting private colleges during the 1960 decade. The year with the smallest number of square feet constructed was 1961-62, and the largest number was constructed during the 1967-68 year. Nearly 60 percent of the square feet was added during the last half of the decade.

TABLE 50

SQUARE FEET CONSTRUCTED BY YEAR DURING 1960 DECADE (FOUR-YEAR COLLEGES)

Years	Square Feet	% of Total
1960-61	522,681	11.21
1961-62	271,923	5.83
1962-63	375,396	8.05
1963-64	332,360	7.13
1964-65	399,925	8.57
1965-66	560,115	12.01
1966-67	418,443	8.97
1967-68	648,759	13.91
1968-69	520,035	11.15
1969-70	614,850	13.18
TOTAL	4,664,487	100%

An indication of the size of each building or major addition can be derived from the data in Table 51 showing both the number of buildings constructed and average size. The number of buildings or additions is inflated for the years 1964-65 and 1965-66 as a result of one urban college adding to its physical facilities through acquisition of a number of building. This also affects the average size for the same years. From 1967-68 to the present, the average size of new buildings constructed shows some increase over any other comparable period of time. Nearly 40 percent of the total square feet constructed during the decade was built during the last three years.

Following the general trend of the American economy, building costs per square foot have increased greatly during the decade. Data in Table 52 show the average cost for all buildings constructed in the 26 reporting institutions for the given years. Combining the several kinds of buildings in the private institutions seemed to provide the most reliable cost index. An attempt was made to find a cost per square foot for buildings according to function. This effort was soon abandoned. It became obvious that the data were not comparable. Each institution has its own architectural pattern, standards and special considerations which are important variables in a cost determination.

TABLE 52

AVERAGE COST PER SQUARE FOOT FOR ALL BUILDINGS CONSTRUCTED DURING SELECTED YEARS

Year	Average Cost	Percent Change	
1960-61	15.57		
			1960-61 to
1964-65	18.94	21.64	1964-65
			1964-65 to
1969-70	30.37	60.35	1969-70
			1960-61 to
		95.05	1969-70

TABLE 51

NUMBER AND AVERAGE SIZE (SQUARE FEET) OF NEW BUILDINGS OR MAJOR ADDITIONS DURING 1960 DECADE (FOUR-YEAR COLLEGES)

Year	1960 to 1961	1961 to 1962	1962 to 1963	1963 to 1964	1964 to 1965	1965 to 1966	1966 to 1967	1967 to 1968	1968 to 1969	1969 to 1970
Number	18	7	9	10	32	42	17	15	10	13
Average Size (Sq. Ft.)	29,038	38,846	41,711	33,236	12,498	13,336	24,614	43,251	52,004	47,296

Table 53 indicates the sources of funds for facility construction during the 1960 decade. The amounts shown vary widely between the private and public sectors for the various years. Nearly 58 percent came from private sources and just over 42 percent from public sources. The year 1969-70 produced the largest amount of construction funds and 1963-64 provided the least amount. Dividing the total amount of dollars shown in Table 53 by the total square feet in Table 45, the average cost per square foot indicated for the decade is $20.28; a figure that would constitute the annual average sometime after 1964-65 on the basis of Table 52 information.

TABLE 53

SOURCE OF FINANCING FOR BUILDINGS DURING 1960 DECADE IN (FOUR-YEAR COLLEGES)

Year	Private	Public
1960-61	6,811,526	2,360,000
1961-62	3,630,626	1,295,000
1962-63	3,682,114	4,768,000
1963-64	2,829,626	1,803,245
1964-65	4,534,484	2,975,000
1965-66	7,655,521	2,066,000
1966-67	4,353,976	4,874,882
1967-68	7,037,286	7,246,531
1968-69	4,257,674	4,971,947
1969-70	9,895,309	7,550,893
Total	54,688,142	39,911,438
% of Total	57.81	42.19

*Grants and loans for capital expenditures are shown in Appendix F.

Space Utilization

Acquiring enclosed space has a set of convergent variables interrelated in such a manner as to make necessary the treatment of each of these to some extent. The same is also true for space utilization as the following account based primarily on a facilities report covering all systems of higher education in Minnesota will demonstrate.

Table 54 gives the total square feet in the private four-year institutions and shows how this is broken-down for utilization of more than seven million square feet of assignable space; approximately one-half of the space was constructed during the 1960 decade. The data in Tables 50 and 54 are not quite comparable since

TABLE 54

INVENTORY OF ASSIGNABLE SPACE BY TYPE OF ROOM PRIVATE FOUR-YEAR INSTITUTIONS*

Category	Area in Square Feet	Percent of System Total
Classroom	1,083,321	14.19
Laboratory	562,385	7.37
Study	506,781	6.64
Office	470,999	6.17
Special Use	714,216	9.36
General Use	806,113	10.57
Supporting	279,398	3.66
Single Person Residence	2,540,972	33.30
Family Units	632,247	8.28
Food Service	34,998	.46
TOTAL	7,631,430	100.00

*Week of September 30, 1967.

TABLE 55

PERCENT OF ASSIGNABLE SPACE CLASSIFIED BY TYPE OF ROOM IN EACH SYSTEM AND IN THE STATE

Room Type	Public Junior Colleges	Private Junior Colleges	State Colleges	(4 yr.) Private Institutions	University	State Average
Classroom	29.22	11.31	25.79	14.19	8.50	13.76
Laboratory	18.77	28.54	9.62	7.37	23.44	14.81
Study	10.97	5.53	4.45	6.64	6.81	6.55
Office	11.00	5.82	7.71	6.17	16.89	10.82
Special Use	18.49	9.54	14.14	9.36	9.00	10.09
General Use	11.29	10.04	8.16	10.57	5.77	8.35
Supporting	.26	.15	2.05	3.66	8.22	5.14
Medical Care	—	—	—	—	4.70	1.89
Single Person Residence	—	28.83	23.66	33.30	15.50	23.83
Family Units	—	.24	4.42	8.28	.49	4.28
Food Service	—	—	—	.46	.68	.48
TOTAL	100.00	100.00	100.00	100.00	100.00	100.00

Table 54 gives the square feet of assignable space. The large amount of space allotted to housing reflects the residential characteristics of the private colleges. This fact should be also noted whenever percentage comparisons of utilization by function or type of room are considered.

Private two- and four-year colleges can be compared in Table 55 to the other Minnesota systems of higher education. An unusually large quantity of square feet is assigned to laboratories in the private two-year system, reflecting the related medical programs and consequent need for large amounts of space to support the programs. The varying amounts of square feet assigned to several kinds of utilization provide clues to the emphasis within a particular system.

Space utilization is made more meaningful when it can be related to the number of students served. This information is available in Table 56 along with other pertinent data. Four-year colleges have the largest number of classrooms for a total and in relationship to the enrollment. This gives support to the widely circulated idea that private colleges often make possible small classes and a large degree of teacher-student interaction, while being less efficient in the utilization of classroom space.

TABLE 56

ENROLLMENT, NUMBER OF ROOMS AND STATIONS, AND AVERAGE SQUARE FEET PER ROOM, STATION AND STUDENT

Category	Public State Junior Colleges	Public 4-Year State Colleges	Private Junior Colleges	Private 4-Year Colleges	Univ. of Minn.	Total
Enrollment (Headcount)	9,510	28,335	1,011	21,968	46,090	106,914
Enrollment (F.T.E., 15cr.)	8,818	25,238	1,020	24,560*	39,903	99,539
Number of Classrooms and Labs	282	546	68	2,120	826	3,842
Average Sq. Feet per Room	1,157	1,363	1,969	1,171	1,134	
Number of Stations in Classrooms and Laboratories	12,559	26,992	2,502	92,980	48,336	183,369
Average Sq. Feet per Station	26	28	54	27	19	
Average Sq. Feet per Student F.T.E. (15 cr. hrs.), Exclusive of Residential Facilities**				106.65	90.83	

*Many private college students carry more than 15 credit hours and therefore the F.T.E. based upon 15 credit hours is greater than head count. In addition, the part-time enrollment is small comparatively speaking.

**These figures include space used for instructional, research, public service, library, administrative and auxiliary or support functions.

A further refinement in space utilization can be seen in Tables 57, 58 and 59, based upon the week of September 30 in the 1967-68 academic year. A regular week is comprised of 44 hours, running from 8 a.m. to 5 p.m. on Monday through Friday and from 8 a.m. to noon on Saturday. Classes scheduled during the noon hours, before and after the above hours were considered in the extended week.

Tables 57, 58 and 59 reinforce a statement made by the Minnesota private college leaders and reported in this study in the analysis of unused student stations. For the year, 1967-68, the respondents indicated they could have enrolled 2,353 (see Table 19) more students than were actually enrolled for that year. Had this number been available for the private colleges to accommodate, the percent of rooms, stations and days utilized would have been undoubtedly greater.

Some states have recommended standards (Table 60) for space utilization and these are here presented for comparisons. The data are for public institutions but have relevance to the private sector as well. Readers wishing a more detailed description of the facility inventory in Minnesota should consult the major Commission study completed in the 1970 calendar year.

TABLE 57

PERCENT OF AVAILABLE HOURS CLASSROOMS USED IN EACH OF THE FIVE SYSTEMS OF HIGHER EDUCATION

Systems*	Percent of Available Hours Used	
	Regular	Extended Week
State Junior College	49.2	59.4
State Four-Year College	52.2	65.1
Private Junior College	33.2	33.7
Private Four-Year College	44.8	47.3

*The University of Minnesota did not participate in this portion of the study. However, in its own study number 4 it appears that utilization based on a 40-hour week would be 74.6 percent.

TABLE 58

PERCENT OF AVAILABLE CLASSROOMS USED EACH DAY IN EACH OF THE FIVE SYSTEMS OF HIGHER EDUCATION

Systems	Percent of Rooms Used					
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
State Junior College	62.8	50.2	57.6	47.5	58.8	0.4
State Four-Year College .	60.5	58.1	57.9	56.2	56.2	0.9
Private Junior College...	42.5	29.0	40.5	30.7	39.8	0.6
Private Four-Year College	56.2	40.8	52.1	37.9	53.6	11.7
University of Minnesota*	79.2	70.7	79.2	67.8	76.2	

*Based on information interpolated from study number 4 by the University of Minnesota.

TABLE 59

PERCENT OF AVAILABLE CLASSROOMS USED EACH HOUR IN EACH OF THE FIVE SYSTEMS OF HIGHER EDUCATION

Systems	Percent of Classrooms Used							
	I	II	III	IV	V	VI	VII	VIII
State Junior College	56.7	60.8	61.7	63.4	67.4	48.4	23.5	12.4
State Four-Year College ...	54.4	59.1	58.3	60.1	63.1	59.0	41.5	22.7
Private Junior College.....	24.3	39.1	27.9	45.9	40.0	49.7	33.5	4.8
Private Four-Year College .	44.9	61.0	46.9	56.9	52.9	49.5	31.2	8.8
University of Minnesota ...	74.3	85.6	80.4	77.1	71.8	80.7	74.3	52.9

TABLE 60

SUGGESTED UTILIZATION STANDARDS FOR AVERAGE GENERAL CLASSROOM AND STUDENT STATION OCCUPANCY IN SELECTED STATES

State	Classroom	
	Percent of Week Scheduled	Percent Occupancy
California	77	66
Florida	68	66
Illinois	68	60
South Dakota.....	68	67
Texas	68	56

Findings

- The oldest building used in the Minnesota private college sector was constructed in 1868 and is used as a dormitory.
- Approximately 11 percent of the buildings now in use were constructed in the nineteenth century.
- The smallest number of facilities built in the twentieth century and now in use, five percent, were constructed in the 1930 decade.
- The largest number of facilities built in the twentieth century and now in use, 29 percent, were constructed in the 1960 decade.
- Each of the other four decades in the twentieth century lay claim to a similar number of buildings in terms of the construction date.
- A total of 331 buildings were reported to be in use.
- Of the total, 163 buildings were listed in excellent condition.
- Of the total, 107 buildings were listed in good condition.
- Of the total, 61 buildings were listed as in poor condition.
- There is, generally speaking, a positive correlation between the age of a building and its condition.
- Twenty-two of the 38 buildings constructed in 1900 or earlier were listed in poor condition.
- Eleven of the 29 buildings constructed between 1901 to 1910 were listed in poor condition.
- Two of the 58 buildings constructed between 1951 to 1960 were listed in poor condition.
- Deferred maintenance for the 26 reporting institutions amounts to a little more than 18 million dollars.
- Deferred maintenance for all private institutions is estimated to be just above 23 million dollars.
- Only five buildings have maintenance funds provided by an endowment; all other buildings are maintenanced by funds from current operating budgets.

- More than four million square feet were constructed during the 1960 decade in the four-year institutions.
- The average size of the buildings of major additions in the four-year institutions ranged from 12,498 square feet in 1964-65 to 52,004 in the 1968-69 year.
- Building costs per square foot changed from $15.57 in the 1960-61 year to $18.94 in the 1964-65 year; this moved upward to $30.37 in the 1969-70 year.
- The overall change for the decade was 95 percent.
- Science buildings cost more per square foot than other types of buildings by function.
- Fifty-eight percent of the funds for the building program came from the private sector and 42 percent came from the public sector during the 1960 decade.
- Assignable space in the private four-year institutions in 1967 exceeded seven million square feet.
- Approximately 33 percent of the assignable square feet was used for single person residence in the four-year colleges.
- The next largest amount was used for classrooms.
- The largest numbers of classrooms and laboratories of any system of higher education in Minnesota was found in the private four-year colleges, despite a smaller enrollment than in some other systems within the state.
- Percentage of space utilization is less for the private sector than the public sector when evaluated in terms of the number of classrooms used per week, number used each day and percent used for a specific hour during the day. The same is also true when student stations are compared between the two sectors of higher education.
- Space utilization tends to support the affirmation widely made that many private colleges provide smaller classes and offer an opportunity for student-teacher interaction beyond that possible in the larger institutions.

CHAPTER IX INSTITUTIONAL COOPERATION

Introduction

Among Minnesota's private colleges and universities, cooperation is more than a platitude — it is a fact. The major thrust of cooperation began in the 1950 decade and continued unabated into the years, 1960 to the present. Cooperation encompasses a broad spectrum of interests and programs and involves all of the private institutions to a lesser or greater degree. The dimensions of cooperation have implications for the future and therefore an extended discussion of the subject seems warranted.

In the following account, four major topics are used as organizing guidelines. In the first part, the emphasis is placed upon the local institution cooperating with one or more institutions in academic programs within the structure of the formal academic calendars. The second part discusses the cooperative ventures that reach beyond the walls of academe and encompass a wide range of agencies and organizations within the American social structure. State and regional associations represent a third dimension of institutional cooperation to be discussed. Problems and opportunities associated with cooperation are explored in the fourth topic.

This chapter is concluded with a series of findings based upon the replies from Questionnaire II returned by 27 of the 32 private institutions. A few observations toward the end of this chapter came from Questionnaire I of the present study; 31 of the 32 colleges and universities returned this data-gathering instrument.

Cooperative Academic Programs Between and Among Colleges and Universities

Nearby institutions frequently cooperate at the departmental level. While it is impossible to provide a complete description of each cooperative effort at this level, a few examples will perhaps serve to illustrate the nature of the work. A full account is also limited by the fact that institutions were asked to give only their major regularly organized cooperative programs. Some departmental cooperation involves a semester of a year and therefore would not have been reported.

Joint seminars in mathematics and physics are held in the Moorhead-Fargo area. There is a common teacher handbook for student teachers in the same community. Philosophy faculty among the institutions frequently exchange classrooms. In addition, there is multi-departmental cooperation in the area of education and the para-medical health professions.

Programs are made possible in more than one instance by cooperation. Four colleges located in the Midway area of the Twin Cities offer an intercultural studies program comprised of Russia, Africa, Latin America, the Middle East and the Far East. This program draws upon the resources and faculties from several institutional departments; it has been funded by the Hill Family Foundation.

Cooperation is placed on a college-wide basis in a number of institutions. Students enroll in the participating institutions as their programs and interests dictate. Faculty across the college from every department exchange classrooms. Programs are sponsored together and students attend together from the cooperating institutions. The attitude exemplified by more than one effort is characterized by a respondent's comment, that "throughout the history of the three . . . colleges [in Winona], there has been good will and a desire to work together."

College-to-college cooperation as contrasted with consortiums is carried out not only within the state but outside as well. One institution has a joint program with Notre Dame in engineering. Students complete their liberal arts program at the local college and then go to Notre Dame for engineering courses and the Bachelor of Science degree. Upon receiving this degree, they are also awarded a Bachelor of Arts degree from the local institution where three years of the work was completed. Colleges make application together for financial grants, receive it together and spend it together. Since 1968, two Twin Cities' colleges have carried on a joint summer program. The January interim has provided the impetus for further cooperation among several institutions.

Five Minnesota colleges cooperate in offering winter terms abroad. Through cooperation the choices are said to be greater, travel and professional costs are less. This program is carried out by the Upper Midwest Association for Intercultural Education (UMAIE). Several other foreign study opportunities exist within the private colleges. Summer programs in Japan are sponsored, junior year abroad programs are in effect, and in a few cases campuses are maintained abroad. All of these ventures are made possible and less expensive through cooperation. This is also the case in a joint Master of Theology program.

Although alluded to earlier, professional personnel exchange and student exchange deserve separate mention because of the proportions of faculty and students involved. The Tri-College University (Concordia College, Moorhead State College and North Dakota State University) has operated a "common market" since 1962, resulting in the movement of students among the campuses. These institutions have also worked together in computer workshops, annual career day and a common calendar of social and cultural events. In addition, Concordia College has a student and faculty exchange program with the predominantly Negro Virginia Union

University and Fort Lewis College with a heavy Indian population.

Faculty and student exchanges are also carried out by the three colleges in Winona. Carleton and St. Olaf share faculty and enable students to move between the two campuses. St. Catherine and St. Thomas, continually increasing their cooperative efforts, permit students to enroll at either college for credit accepted toward graduation. Upper division students at St. Scholastica and the University of Minnesota - Duluth exchange students on a tuition free basis. At St. Benedict and St. John's hundreds of students each semester cross enroll. There is a limited amount of faculty exchange. These schools publish a common catalogue and offer one unified program; in some cases they have a common department head. There is a central registrar's office and buses run hourly between the two campuses. Four colleges near Midway in the Twin Cities, including St. Thomas, Hamline University, Macalester College and St. Catherine allow students enrolled at one of the four colleges to take a limited number of courses at any of the other colleges for credit toward graduation.

The foregoing discussion of student and faculty exchange is not a complete report of all the institutions involved in such programs, but it does serve to illustrate the nature of the cooperative activities among Minnesota private institutions of higher education, in both the public and private sectors.

Cooperative Programs Between Private Colleges and Universities and Related Social Agencies

These programs are both curricular and extra-curricular in nature. Several areas of cooperation afford an opportunity for applied learning necessitated by the nature of the subject matter and skills to be taught. Corrective therapy, medical technology, hospital administration, and nursing programs need the resources of hospitals to complete the courses offered by the colleges. Likewise students enrolled in economics, accounting and business administration spend up to one-fourth of their time in cooperating business or industrial firms.

Education students are placed in schools where the various school systems and Boards of Education extend a cooperative welcome to student teachers. These cover each level from the head start programs through the secondary level of the public schools. In addition, various religious schools participate in programs that offer an opportunity for student experience in the classroom.

A wide variety of social and religious organizations provide opportunities for close working relationships with institutions of higher learning. Sociology and psychology students serve in work-study programs in both public and private agencies. Students from many disciplines work with retarded, blind, needy, alcoholic and other socially disabled persons. Technical training, crafts and religious tutoring are areas of cooperative service for a number of students.

Several colleges and universities use the Twin Cities as a laboratory for urban studies. Because of its urban setting, Augsburg has played a leading role in various kinds of approaches to both urban and black studies within the community. A major project has been undertaken by 13 institutions both from Minnesota and Iowa. Students study and live in blighted areas in an effort to bring relevance to the subject matter. Hamline University has developed an Urban term serving students primarily from colleges with a rural setting. A cooperative program of black studies is carried out in Minneapolis through the Way University. Assistance is given to children and youth in the American Indian Mission on the north side of Minneapolis. Underprivileged youth are aided through the Plymouth Youth Center. Some of the cooperative projects are small while others are large.

State and Regional Cooperative Organization

There is no established approach for organizing material in this part of the report, but the following cooperative arrangements show both the scope and serious intent of formal cooperation in the Minnesota private sector of higher education and therefore has been given a separate organizational heading.

There are two major cooperative organizations that encompass a large number of the four-year institutions in Minnesota. While these organizations have specific purposes, they have an umbrella objective of aiding the general welfare of higher education. The Minnesota Private College Council headed by an executive director seeks to 1) provide a unified voice for and give effective communication regarding independent higher education in Minnesota; 2) cooperate with institutions of higher education, government agencies and other interested groups in developing policies and planning of programs for the advancement of higher education; and 3) promote cooperation between and among the several segments of higher education.

A second organization is the Minnesota Private College Fund also headed by an executive director. Its primary purpose is to find new and larger financial resources for the member institutions from the business community. In addition, supportive information on financial matters is circulated among the members, lending strength to the financial undergirding of the several institutions. It was out of the private college fund organization that much additional cooperative effort in the Minnesota private sector began.

Several Minnesota colleges are members of two cooperative arrangements that have received much public-

ity, reaching national and international levels of attention. The Associated Colleges of the Midwest (ACM) have developed off campus academic programs in such areas as urban teaching, humanities research, science, drama and art. They operate a joint periodical bank located in Chicago. In addition, these colleges cooperate in operational studies and programs such as a shared insurance program and data gathering.

Twelve colleges, including Gustavus Adolphus and St. John's University in five midwest states under the organizational title of Central States Colleges Association (CSCA) see their basic purposes as fourfold. First, they desire to give students certain possibilities not otherwise available such as enrolling for special courses at another institution and having the experience of spending a semester or more on another campus. There is free exchange of students among the colleges on a "common market" basis. Tuition paid at one institution is valid for up to one year's work at another institution. Along with these opportunities, visiting professors may be exchanged on a three or four day basis. Second, the institutions sharing together give faculty an occasion to work for a limited period of time on other campuses. Third, an opportunity is afforded deans and presidents for creative discussions. Fourth, by working together and assisted by a Federal grant they have carried out some programs of cooperative institutional research not otherwise feasible.

The two organizations — ACM and CSCA — discussed above have several projects not mentioned, and the projects may change from time to time depending upon the interest and needs of the participating institutions.

Differing somewhat in nature from the preceding organizations are the cooperative arrangements of the private college libraries. Some bold new thinking has recently been injected into the thinking of Minnesota librarians regarding a major state-wide cooperative effort and only time can bring the results. At present there are smaller but effective working relationships between and among libraries.

College Libraries in Consortium (CLIC) is a group of seven colleges' libraries plus the Hill Reference Library working toward cooperative acquisitions, cataloguing and circulation. A union list of periodicals is expected to be completed by autumn of the 1970-71 academic year. Some colleges look forward to bringing more depth to their holdings in certain areas through the Consortium. This organization is of recent origin and the institutions are presently making their initial contributions. Since the cooperating libraries are all located in the Twin Cities Metropolitan area, they are aided by close proximity to one another. It should be noted however that institutions outside the metropolitan area have expressed an interest in joining the organization.

Minnesota Interlibrary Teletype Experiment (MINITEX) is headquartered at the University of Minnesota in the Wilson Library. It is an experiment to test the usefulness of making available the vast resources of the University libraries to smaller libraries. Each participating library is connected to the Wilson library by teletype. In addition, if the University does not have the title a search elsewhere is made by the staff associated with Minitex. This program is an experiment and is funded in part by a national foundation. Several private colleges participating in Minitex gave favorable comments. In reality it is an interlibrary loan service that greatly increases the materials available to both students and faculty.

There are a number of shared efforts in operation among Minnesota libraries in addition to these already mentioned. Illustrative of formalized library cooperation is the common catalogue in the Winona community. This represents a joint venture among the two private colleges (St. Mary's and St. Teresa), Winona State and the city library, funded by the Hill Family Foundation. Additional programs are found in the Tri-College University in the Moorhead-Fargo area and the Tri-College's East Asian Studies program. The latter cooperates in library resources as well as faculty to offer a study program not possible without a pooling of resources. This particular intercultural studies program is the result of cooperation between two private institutions — St. Benedict's, St. John's and St. Cloud State College.

One of the most successful cooperative ventures among the colleges in the Moorhead-Fargo communities is the joint library program. There is a cooperative listing of all periodicals in the three libraries, and cross cataloguing of new acquisitions as of January, 1970, is being tested. A daily book shuttle operates among the campuses and the entire program has been quite acceptable to the participating institutions.

Problems and Opportunities Associated With Cooperation

When any movement has grown as rapidly and has become an extensive as institutional cooperation among Minnesota colleges and universities, there are of necessity some problems and dangers worth noting. For this reason, the respondents were asked to write about the problems and dangers that may accrue from too much institutional cooperation.

More replies mentioned the loss of institutional identity than any other problem. Various leaders expressed it differently. "The blurring of institutional identity" said one respondent with the possible "loss of quality in programs." Another stated that the participating institutions might "lose their own distinctive features at least to some extent." A small college in a consortium might lose its "distinctive-

ness and identity in an extensive program of intercollegiate study." These are typical of a large number of replies. The loss of control over a college's own quality, policies and programs was reported as a second possible problem. The control that is need in certain areas to achieve the special purposes of a particular college may be withered away in too much dependence upon a cooperative relationship. An institution may "have an erroneous notion of the scope and strength of its program."

A third problem is the demand on resources, both human and financial. Tight budgets may require cutting back on regular programs within the institution to maintain the cooperative relationship. After once becoming involved it can be difficult to withdraw from the consortium. Furthermore, an institution may cooperate in so many different ways that "the resources necessary for accomplishing its prime responsibilities" are drained. Seminaries can be confronted with a problem of weakening the sectarian support once the institution becomes involved in a wider than usual or expected (by contributors) educational program through cooperation. In addition, human resources can be spread too thin; many reported that the time involved was extensive.

Putting a fourth problem tersely, one respondent stated that "questionnaires, red-tape and the stifling of initiative" are dangers to be guarded against. This is interpreted to mean that questionnaires are red-tape and that red-tape may result in the stifling of initiative; hence, red-tape is the problem. Concurring in this another educator stated that "the erecting of additional bureaucratic structures with consequent red-tape," may give rise to interference with traditional and basic programs.

Two additional problems were mentioned: 1) loss of flexibility, and 2) hegemony by the larger, wealthier or more prestigious institutions. It was said to be easier for a single institution to change and develop new programs than where there are several colleges involved. "The larger and stronger institution may try to make its policies of admission and curriculum a dominant character in the cooperative venture," asserted one leader. This was affirmed by another who said that "the domination of programs by one or a few institutions" is ever present. The foregoing discussion may lead the reader to emphasize the negative; this is not intended. It is only realistic to be aware of possible pitfalls regardless of how advantageous the program. Most respondents see much value in cooperation and would emphasize the positive values.

A larger pool of ideas is available through cooperation than would otherwise be the case. It is easier to keep abreast of new developments through dialogue with leaders from other institutions than remaining ensconced in one's own institution. By extending cooperation into government, civic organizations, business, industry and other nonacademic institutions, an individual tends to broaden his perspective.

Students often can have better facilities through institutional cooperation. Work-study programs are made possible that would not otherwise be available. It permits students to combine practice with theory. Cooperation gives the students exposure to persons and places beyond what is possible in one institution. Colleges and universities also have a larger base of students from which to draw by developing working relationships with other institutions.

Faculty find advantages through having a larger number of people within their own disciplines with which to associate and plan. Some institutions reported that it was less difficult to employ and retain quality professors because of their cooperative arrangements and the consequent opportunities for greater specialization in teaching. A corollary is that a larger pool of highly specialized faculty is attracted to the cooperating institutions.

A wider range of courses is available to students through the colleges working in a consortium. This gives diversity and richness to the programs from which students may choose. In some cases it prevents duplication of courses and saves finances. There is an overall enhancement of the quality of the programs.

By the way of a generalization it can be said that there is strong ideological support for cooperation among Minnesota's private colleges and universities. Results from Questionnaire I of this study show that 77 percent of the leaders in the institutions agree or strongly agree to cooperative efforts to the extent of merging programs; only three percent disagreed. Considerably fewer gave approval to cooperation to the extent of merging institutions than merging programs, but 45 percent indicated a willingness to consider the merging of institutions. A smaller number, 32 percent, expressed a negative interest in institutional merger. There are multiple campuses in strategically located centers throughout the State that have the possibility of becoming strong intellectual and cultural centers through cooperative arrangements. The observation can be made that up to this point, nearly all cooperative activities have been funded from private sources.

Findings

- Twenty-seven of the 32 private institutions returned the questionnaire asking for information on institutional cooperation.
- Out of an approximate total of 67 cooperative programs reported, 49 were initiated during the 1960 decade. Twelve were begun during the 1950 decade, and the others were initiated from early in the 1900's up to the end of the 1940 decade.

- Cooperation frequently happens at the departmental level between institutions in close proximity.

- College-wide cooperative programs provide for exchange of faculty, enrollment of students from other participating institutions and joint planning in programs, facilities and resources.

- While many of the one-to-one institutional cooperative programs are within the state between private colleges or between a private and public institution, a few are based on an interstate level.

- One of the major cooperative enterprises is in the area of study abroad.

- Students in Minnesota private colleges earn thousands of credit hours through cooperative arrangements in institutions other than the one in which the student is matriculated.

- Cooperation reaches beyond the walls of academe and into the market place. This offers an opportunity for applied learning experiences and serves to give relevance to many courses.

- The Twin Cities provide a laboratory for many different programs, giving emphasis to urban studies, minority studies and other related programs.

- There are two formal organizations that encompass a large number of the four-year institutions in Minnesota: 1) Minnesota Private College Council, and 2) Minnesota Private College Fund.

- Three colleges in Minnesota are members of the Associated Colleges of the Midwest Consortium (ACM).

- Two colleges in Minnesota are members of the Central States Colleges Association.

- New and innovative cooperative planning are now in progress among Minnesota private college libraries, with implications for a state-wide library system.

- Negative values associated with cooperative programs include: 1) possible loss of institutional identity, 2) loss of control over one's own institutional quality, policies and programs, 3) heavy demands on resources, both human and financial, 4) increased red-tape, 5) restrictions on flexibility, and 6) hegemony by larger, wealthier or more prestigious institutions.

- Positive values associated with cooperative programs include: 1) availability of a larger pool of ideas, 2) better and more appropriate facilities for learning, 3) a larger number of faculty in the same discipline for association and planning, 4) a wider range of courses and programs, 5) financial advantages, and 6) enlarged and extended opportunities that would not otherwise be feasible.

- There is strong ideological support for cooperative programs among the leaders of Minnesota private higher education.

- A large majority, 77 percent, expressed a willingness to cooperate to the extent of merging programs.

- Forty-five percent of the leaders indicated they would consider cooperating to the extent of merging institutions.

CHAPTER X FINANCE

Introduction

Increasingly, the nation's private colleges and universities are encountering financial difficulties. Minnesota private colleges and universities have been handicapped by inadequate monetary resources. As yet, they do not appear to have reached the crisis stage reported by some private institutions in other states. The seriousness of the economic plight confronting the Minnesota private institutions in the future has been forcefully and clearly stated by the respondents to Questionnaire I of the present study. The same eroding forces widely reported on a national scale are beginning to erode the resources of Minnesota's private colleges. There are numerous indications that, barring significant changes in funding patterns, a financial crisis is imminent.

This chapter reviews the financial picture from a number of perspectives, including current funds revenues, current funds expenditures, institutional assets, capital expenditures, institutional indebtedness, student charges and student aid. Twenty-four of the 32 institutions returned the questionnaire on finance. These include four two-year colleges, 18 four-year colleges and universities and three post-baccalaureate institutions. The information provided by the respondents constitutes the background data for the following analysis.

Current Funds Revenues

In an effort to gather systematic data for the three selected years, the Higher Education General Information Survey (HEGIS) forms were used. This has the added advantage of providing information that is, to some extent, comparable with institutional data on a national basis.

Private college financial difficulties are reflected in the current funds revenues picture. An overall increase of 141 percent for the years 1960-68 is an admirable achievement, but future hopes are dimmed by the drying up of traditional sources. The large increase for the two-year colleges results primarily from the increase in the number of colleges during the decade. The overall gain for the post-baccalaureate institutions for the period is 30 percent. Table 61 provides additional information.

Tuition and fee income maintained a stable position in relation to the total current funds revenues and to the education and general funds revenues within the total (see Table 62). During the eight-year period students were able to provide a large share of the current funds revenues. There is concern now, however, that tuition and fees cannot continue to sustain the anticipated increase in operating expenses.

Figure 12 illustrates the percentages of major categories in the current funds revenues. There has been no major shift in relative percentages. Two major categories dominate the current funds revenues portion of the budget with only a minor percentage making up the other categories in the HEGIS classification.

Education and general funds revenues (see Table 63) are the larger of the two categories and follow a similar pattern of increases as do the total current funds revenues. Increases of major proportions have occurred, resting heavily on a tuition base. The second major category in the current funds revenues is auxiliary enterprises. Of the two items in this category, food service and housing, food increased less (see Table 64). Professional schools, the greater number of which are seminaries, enroll a larger percentage of married students than formerly and this is reflected in the percentage change. Food costs per student are no higher in two-year colleges than in four-year institutions; the

TABLE 61

GRAND TOTAL CURRENT FUNDS REVENUES FOR THE YEARS, 1960-61, 1964-65 AND 1968-69

Category of Revenue	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Current Funds Revenues						
Two-Year Colleges	160,266	651,434	2,184,675	306.47	235.36	1,263.16
Four-Year Colleges	29,078,956	42,319,240	69,429,462	45.53	64.06	138.16
Post-Baccalaureate Institutions	928,223	750,866	1,196,615	–19.11	59.36	29.91
Grand Total	30,167,445	43,721,540	72,810,752	44.93	66.53	141.35
Per Student in Four-Year Colleges*	1,731.00	2,244.00	3,130.00	29.64	39.48	80.82

*Data are calculated on the basis of full-time students.

FIGURE 12

RELATIVE PERCENTAGES OF SELECTED CATEGORIES
IN THE CURRENT FUNDS REVENUES
FOR 1960-61, 1964-65 and 1968-69

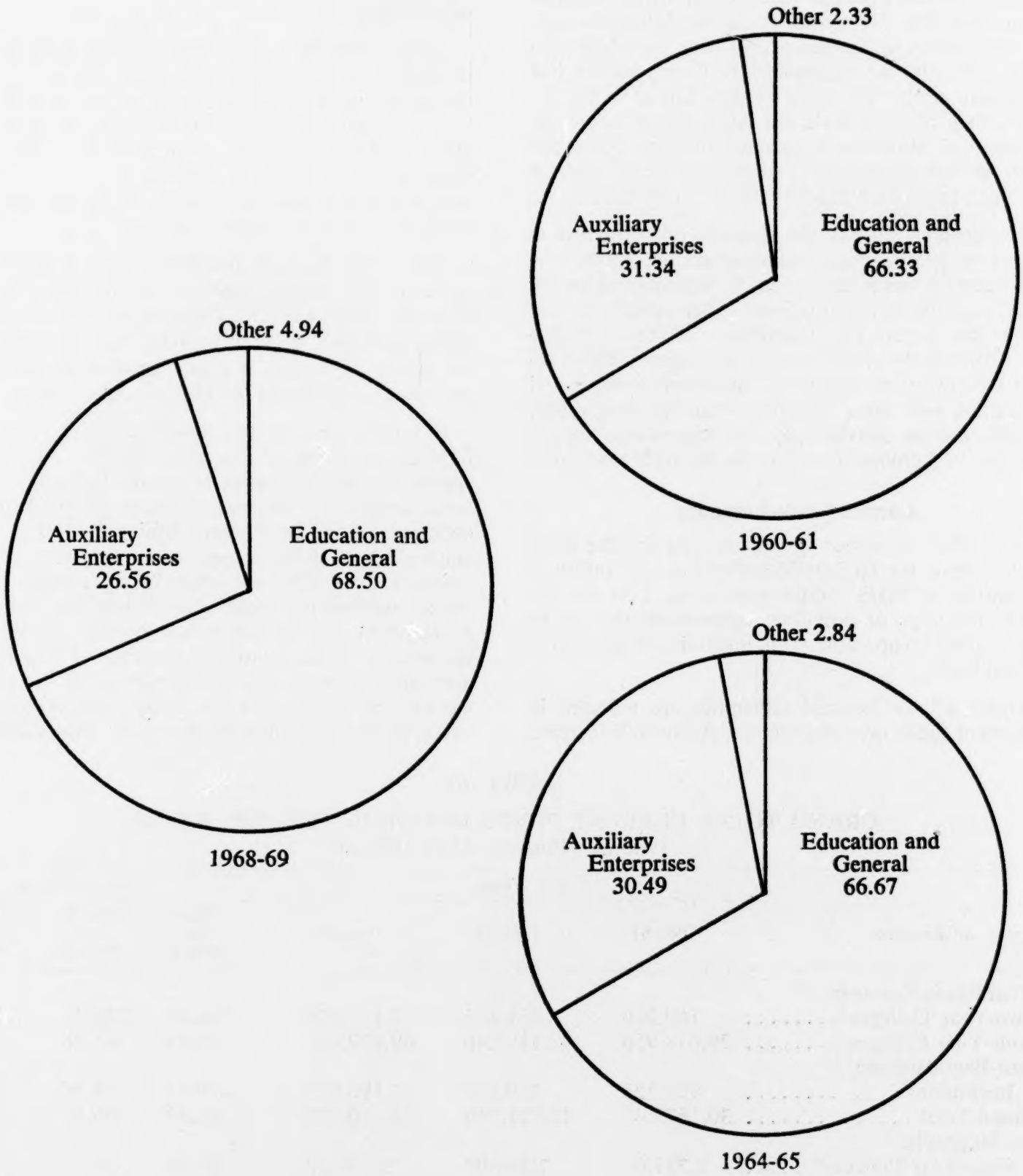


TABLE 62

TUITION AND FEE PROPORTION OF TOTAL CURRENT FUNDS REVENUES AND THE EDUCATION AND GENERAL FUNDS FOR THE YEARS, 1960-61, 1964-65 AND 1968-69

Year	Grand Total Revenues	Tuition and Fee % of Grand Total	Education General Funds	Tuition and Fee % of Education and General Funds
1960-61	30,167,445	41.36	20,009,764	62.35
1964-65	43,721,540	43.43	29,148,086	65.15
1968-69	72,810,752	42.70	49,874,294	62.33

TABLE 63

CURRENT EDUCATIONAL AND GENERAL FUNDS REVENUES FOR THE YEARS, 1960-61, 1964-65 AND 1968-69

Category of Revenue	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Educational and General Funds						
Two-Year Colleges	106,065	511,782	1,502,093	382.52	193.50	1,316.20
Four-Year Colleges	19,086,579	28,021,880	47,356,298	46.81	69.00	148.11
Post-Baccalaureate Institutions	817,120	614,424	1,015,903	–24.81	65.34	24.33
Grand Total	20,009,764	29,148,086	49,874,294	45.67	71.11	149.25
Per Student in Four-Year Colleges	1,136.00	1,486.00	2,135.00	30.81	43.67	87.94

large percentage figure in Table 64 reflects gross sums that resulted from increased enrollment. Housing increased 47 percent more than did food service for the eight-year period. Professional schools reported a 52 percent increase for housing but only a three percent increase in food service receipts. Table 65 gives the total amounts for the different institutional levels along with the percentage changes.

TABLE 64

AUXILIARY ENTERPRISES (FOOD) CURRENT FUNDS REVENUES FOR THE YEARS, 1960-61, 1964-65 AND 1968-69 (GROSS SUMS)

Category of Revenue	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Food Service						
Two-Year Colleges	34,379	43,810	195,092	27.43	345.31	467.47
Four-Year Colleges	4,664,437	6,365,104	8,843,252	36.46	38.93	89.59
Post-Baccalaureate Institutions	73,418	75,399	75,402	2.70	0.04	2.70
Grand Total	4,722,234	6,484,313	9,113,746	35.88	40.55	90.97
Per Student in Four-Year Colleges	278.00	337.00	399.00	21.22	18.40	43.53

The third item in the HEGIS forms related to auxiliary enterprises is the "other" category. This includes the book store revenues, income from the student center and other associated revenues. Table 66 provides the information. Blank items indicate incomplete data.

TABLE 65

AUXILIARY ENTERPRISES (HOUSING) CURRENT FUNDS REVENUES
FOR THE YEARS, 1960-61, 1964-65 AND 1968-69
(GROSS SUMS)

Category of Revenue	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Housing	16,904	60,018	173,269	255.05	188.70	952.02
Two-Year Colleges	2,793,489	4,318,504	6,494,079	54.59	50.38	132.47
Four-Year Colleges	36,710	36,940	55,710	0.63	50.81	51.67
Post-Baccalaureate Institutions						
Grand Total	2,847,103	4,415,462	6,723,058	55.09	52.26	136.14
Per Student in						
Four-Year Colleges	166.00	229.00	293.00	37.95	27.95	76.51

TABLE 66

AUXILIARY ENTERPRISES (OTHER) CURRENT FUNDS REVENUES
FOR THE YEARS, 1960-61, 1964-65 AND 1968-69
(GROSS SUMS)

Category of Revenue	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Other						
Two-Year Colleges	—	26,934	88,516	—	228.64	—
Four-Year Colleges	1,884,887	2,401,352	3,406,620	27.40	41.86	80.73
Post-Baccalaureate Institutions	—	695	8,852	—	1,173.67	—
Grand Total	1,884,887	2,428,981	3,503,988	28.87	44.26	81.38
Per Student in						
Four-Year Colleges	112.00	127.00	154.00	13.39	21.26	37.50

Current Funds Expenditures

Substantial increases were experienced at each level in the current funds expenditures. They range from 69 percent for the professional schools to 1,173 percent in the two-year colleges. The average for all levels is 152 percent over the eight-year period (see Table 67). Two items in the budget comprise most of the current funds expenditures. The education and general funds represent approximately two-thirds of the total and auxiliary enterprises comprise from 24 percent to 29 percent. The latter has declined over the eight-year period, while the education and general funds has increased a few percentage points. Figure 13 shows the relative expenditures for the two major items and the "other" category

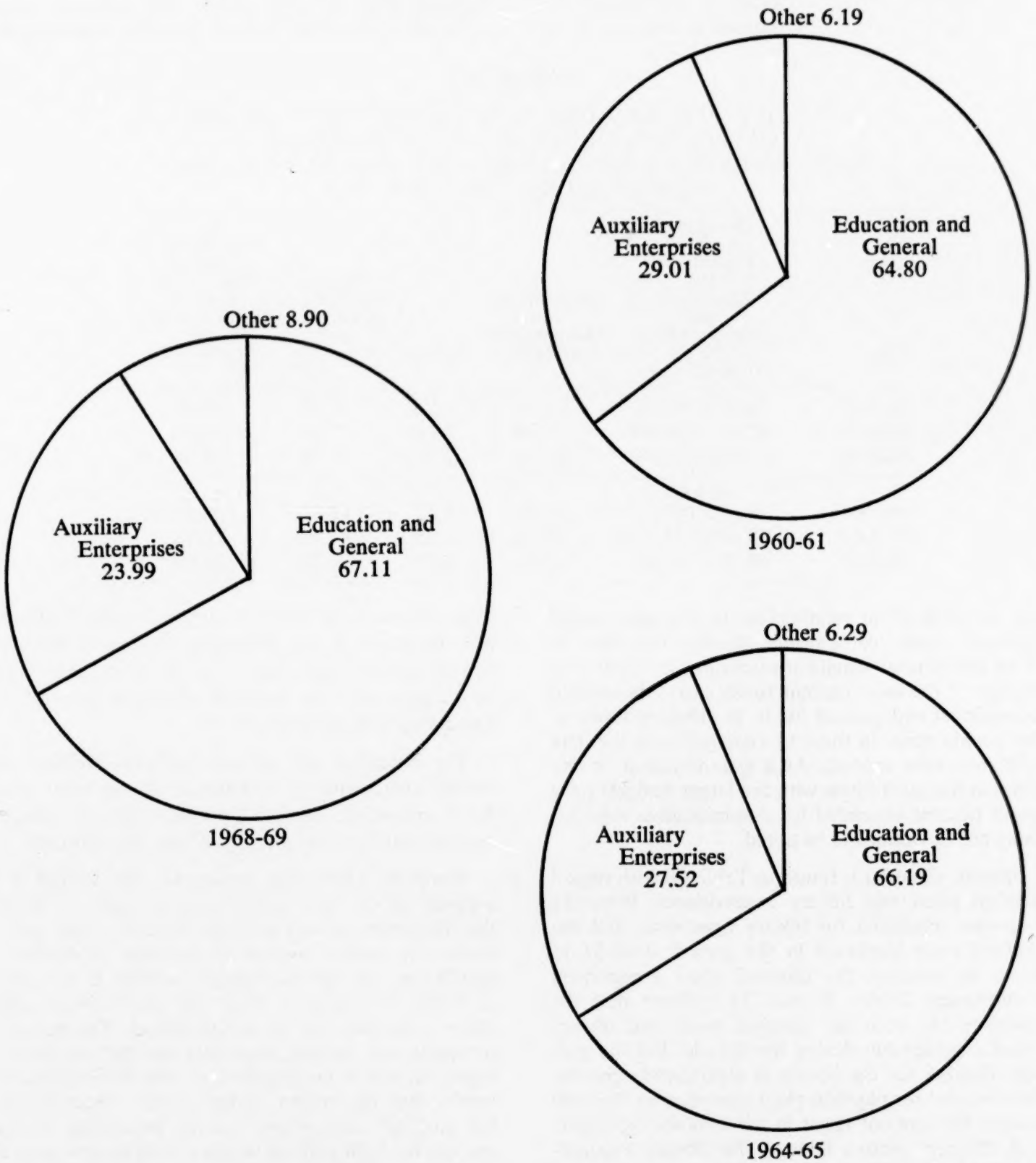
TABLE 67

GRAND TOTAL CURRENT FUNDS EXPENDITURES
FOR 1960-61, 1964-65 AND 1968-69

Category of Expenditures	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Current Funds Expenditures						
Two-Year Colleges	166,806	684,849	2,123,575	310.57	210.08	1,173.08
Four-Year Colleges	27,859,793	41,633,975	68,984,852	49.44	65.69	147.61
Post-Baccalaureate Institutions	544,193	652,469	917,264	19.90	40.58	68.55
Grand Total	28,570,792	42,971,293	72,025,691	50.40	67.61	152.10
Per Student in						
Four-Year Colleges	1,658.00	2,207.00	3,110.00	33.11	40.92	87.58

FIGURE 13

RELATIVE PERCENTAGES OF SELECTED CATEGORIES
IN THE CURRENT FUNDS EXPENDITURES
FOR 1960-61, 1964-65 and 1968-69



which includes student aid grants and major public service programs. Relative proportions have remained quite stable with only slight shifts over the decade.

Four expenditures items that comprise more than 90 percent of the education and general funds expenditures are singled out in Table 68 for inspection. Additional categories in the educational and general funds expenditures for 1968-69 that comprise 10 percent are: 1) organized activities related to educational departments, 4.49 percent; 2) sponsored research, 1.12 percent; 3) other separately budgeted research, 0.09 percent; 4) other sponsored programs, 2.29 percent; and 5) extension and public service, 1.52 percent. Post-baccalaureate institutions had no entry in these categories and only one two-year college showed expenditures—an entry for extension and public service.

Instructional and departmental research as a percentage of current funds expenditures remained nearly constant over the eight years. This category however showed a drop of two percent from the beginning of the

TABLE 68

RELATIVE PERCENTAGES OF SELECTED EXPENDITURES CATEGORIES IN RELATIONSHIP TO GRAND TOTAL CURRENT EXPENDITURES AND EDUCATIONAL AND GENERAL FUND, 1960, 1964, 1968

Year	Grand Total Current Expenditures and Educational and General Fund (E & G) (Grand Total)	Instructional and Departmental Research	Library	Physical Plant Maintenance and Operation	General Administrative, General Institutional Expense, Student Services and Staff Benefits
1960-61	28,570,792.00	31.71	2.93	7.99	18.21
1964-65	42,971,293.00	31.30	3.20	7.60	18.16
1968-69	72,025,691.00	31.48	3.37	6.88	18.84
	(E & G)				
1960-61	18,515,107.00	48.93	4.52	12.33	28.10
1964-65	28,440,752.00	47.30	4.83	11.49	27.44
1968-69	48,336,912.00	46.91	5.03	10.26	28.08

decade to 1968-69 in relationship to the educational and general funds. An unusual stability can also be found in the general administrative category both as a percentage of the total current funds expenditures and the educational and general funds. Institutions however display a wide range in these two categories as the data in Table 69 make explicit. As a generalization, it can be said that the institutions with the larger budgets have the lower percent expended for administrative services, but there are exceptions to be noted.

A different situation is found in Table 68 with regard to physical plant and library expenditures. Both the total amount expended for library operations and the comparison ratio increased in the period 1960-61 to 1968-69; in contrast, the physical plant comparison ratio decreased. Tables 70 and 71 indicate that the expenditures for both the physical plant and library increased considerably during the decade, but the percentage increase for the library is significantly greater. Funds expended for physical plant operation in 1968-69 were twice the amount spent in the 1960-61 academic year. A different picture emerges for library expenditures as Table 71 indicates. The total amount expended in 1968-69 is approximately three times greater than expenditures in the 1960-61 academic year. Professional schools show a larger percentage increase in the area of library development than in many other areas. This is in keeping with the post-baccalaureate level of work associated with these institutions.

The education and general funds expenditures comprised approximately two-thirds of the total current funds expended. Table 72 provides the percentage increases and the total amount of the expenditures.

Auxiliary enterprises represent the second major segment of the total current expenditures for most of the Minnesota private colleges. Housing does not represent the largest portion of auxiliary enterprises expenditures, but the percentage increase is the greatest as Table 73 indicates. Only the professional schools show a decrease for the entire period. The percentage increases are uneven, especially for the two-year colleges, but less so among the four-year institutions. Food service has the largest dollar amount expenditures of the auxiliary enterprises, but the percentage increases are less for both periods within the eight-year span than for housing. Table 74 provides the data for food service and this can be compared with Table 73 below. A

TABLE 69

PERCENTAGES OF CURRENT EXPENDITURES FOR INSTRUCTION AND DEPARTMENTAL RESEARCH AND GENERAL ADMINISTRATION EXPENSES FOR THE YEAR, 1968-69, BY INSTITUTION

Amount for Instruction and Departmental Research	Percent of Education and General Expenditures	Amount for General Administration Expenses	Percent of Educational and General Expenditures
37,260	42.12	30,585	34.57
88,818	29.63	154,240	51.46
97,406	42.98	88,531	39.07
106,342	44.23	46,571	19.37
118,478	31.29	180,190	47.59
147,986	54.51	55,375	20.40
267,106	42.62	205,782	32.84
401,441	51.71	210,982	27.17
552,995	43.25	401,254	31.38
577,237	54.24	257,249	24.17
596,774	56.70	268,446	25.50
685,796	33.73	721,266	35.47
863,940	46.21	638,648	34.16
1,136,057	44.19	665,648	25.90
1,184,240	48.54	764,695	31.34
1,219,058	52.13	654,104	27.97
1,282,626	47.34	660,141	24.36
1,789,656	49.83	894,891	24.79
1,824,945	51.96	935,763	26.64
2,052,893	44.86	1,316,739	28.77
2,070,891	52.10	898,587	22.61
2,682,877	51.56	1,319,138	25.35
2,771,926	39.91	2,203,499	31.72
Total 22,565,748	Range 29.63-56.70 Median 46.21	Total 13,572,430	Range 19.37-51.46 Median 27.97

TABLE 70

PHYSICAL PLANT CURRENT FUNDS EXPENDITURES FOR 1960-61, 1964-65 AND 1968-69

Category of Expenditure	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Physical Plant Expenditures						
Two-Year Colleges	23,354	78,778	201,509	237.32	155.79	762.84
Four-Year Colleges	2,178,887	3,080,178	4,596,959	41.36	49.24	110.98
Post-Baccalaureate Institutions	79,922	107,802	160,116	34.88	48.53	100.34
Grand Total	2,282,163	3,266,758	4,958,584	43.14	51.79	117.28
Per Student in Four-Year Colleges	130.00	163.00	207.00	25.38	26.99	59.23

TABLE 71

LIBRARY CURRENT FUNDS EXPENDITURES FOR 1960-61, 1964-65 AND 1968-69

Category of Expenditures	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Library Expenditures						
Two-Year Colleges.....	6,362	37,103	99,391	483.20	167.88	1,462.26
Four-Year Colleges	810,300	1,296,762	2,227,506	60.03	71.77	174.90
Post-Baccalaureate Institutions	20,002	41,298	103,761	106.47	151.25	418.75
Grand Total.....	836,664	1,375,163	2,430,658	64.36	76.75	190.52
Per Student in Four-Year Colleges	48.00	69.00	100.00	43.75	44.93	108.33

TABLE 72

EDUCATION AND GENERAL FUNDS EXPENDITURES FOR 1960-61, 1964-65 AND 1968-69

Category of Expenditure	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Education and General Funds Expenditures						
Two-Year Colleges	126,319	598,933	1,718,113	374.14	186.86	1,260.14
Four-Year Colleges	18,036,761	27,365,300	45,855,886	51.72	67.57	154.24
Post-Baccalaureate Institutions	352,027	476,519	792,913	35.36	66.40	125.24
Grand Total	18,515,107	28,440,752	48,336,912	53.61	69.96	161.07
Per Student in Four-Year Colleges	1,073.00	1,451.00	2,067.00	35.23	42.45	92.64

TABLE 73

AUXILIARY ENTERPRISES (HOUSING) CURRENT EXPENDITURES FOR 1960-61, 1964-65 AND 1968-69

Category of Expenditure	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Housing						
Two-Year Colleges	10,000	13,200	85,638	32.00	548.77	756.38
Four-Year Colleges	2,358,835	3,961,144	5,745,054	67.93	45.04	143.64
Post-Baccalaureate Institutions	17,477	9,492	15,858	–45.69	67.07	(9.26)
Grand Total	2,386,312	3,983,836	5,846,550	66.94	46.76	145.00
Per Student in Four-Year Colleges	140.00	210.00	259.00	50.00	23.33	85.00

TABLE 74

AUXILIARY ENTERPRISES (FOOD SERVICE) CURRENT EXPENDITURES FOR 1960-61, 1964-65 AND 1968-69

Category of Expenditure	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Food Service						
Two-Year Colleges	27,569	26,564	135,960	–3.64	411.82	393.16
Four-Year Colleges	3,853,410	5,009,607	7,496,216	30.00	49.64	94.53
Post-Baccalaureate Institutions	156,369	149,772	120,206	–4.22	–19.74	–23.13
Grand Total	4,037,348	5,185,943	7,752,382	28.45	49.49	92.02
Per Student in Four-Year Colleges	229.00	266.00	340.00	16.16	27.82	48.47

TABLE 75

AUXILIARY ENTERPRISES (OTHER) CURRENT EXPENDITURES FOR 1960-61, 1964-65 AND 1968-69

Category of Expenditure	Years			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Other						
Two-Year Colleges	—	37,427	94,647	—	152.88	—
Four-Year Colleges	1,846,085	2,606,747	3,562,060	41.20	36.65	92.95
Post-Baccalaureate Institutions	17,345	10,064	23,164	–41.98	130.17	33.55
Grand Total	1,863,430	2,654,238	3,679,871	42.44	38.64	97.48
Per Student in Four-Year Colleges	110.00	138.00	161.00	25.45	16.67	46.36

third item in the auxiliary enterprises category is "other." The four-year institutions spend above three and one-half million dollars annually in this category, well below the two categories discussed above, but still representing a major item in the institutional budget. This item is largely associated with the book store and student center operations. Table 75 gives the details.

A Comparison of Current Funds Revenues and Expenditures

Figure 14 portrays the rapid rise in the current funds revenues and expenditures and also provides comparison of these fiscal categories. Revenues have increased at a decreasing rate and expenditures have increased at an increasing rate, although the differential is small in the present context. This is more clearly delineated in Table 76, showing the differences in current funds revenues and expenditures by institutional level. Two-year colleges have made progress toward eliminating deficits. The four-year institutions are gradually recording a decline in surplus funds, indicating that the 1970 decade could easily see large numbers of institutions with huge deficits.

When Figure 14 is viewed against a background of leveling enrollments, rising costs, prohibitive tuition fees, and declining surpluses, the fiscal future does not look encouraging. Moreover, the number of institutions operating with a deficit is increasing, from five in 1960-61 to eight in 1968-69 (see Table 77). Furthermore, the amount of the deficit increased over an eight-year period by nearly one-half million dollars. The average deficit for the five institutions was $20,337.00 in the 1960-61 year. By 1964-65, the average rose to $53,592.00 and to $72,983.00 for the eight institutions in the 1968-69 academic year.

In addition to the heavy burden carried by the students in tuition fees, they are assuming full support for those items classified as auxiliary enterprises. Table 78 indicates that the revenues in these areas have maintained a healthy balance over expenditures for each of the three years.

FIGURE 14

TOTAL AMOUNT OF CURRENT REVENUES AND EXPENDITURES
FOR THE YEARS 1960-61, 1964-65 and 1968-69

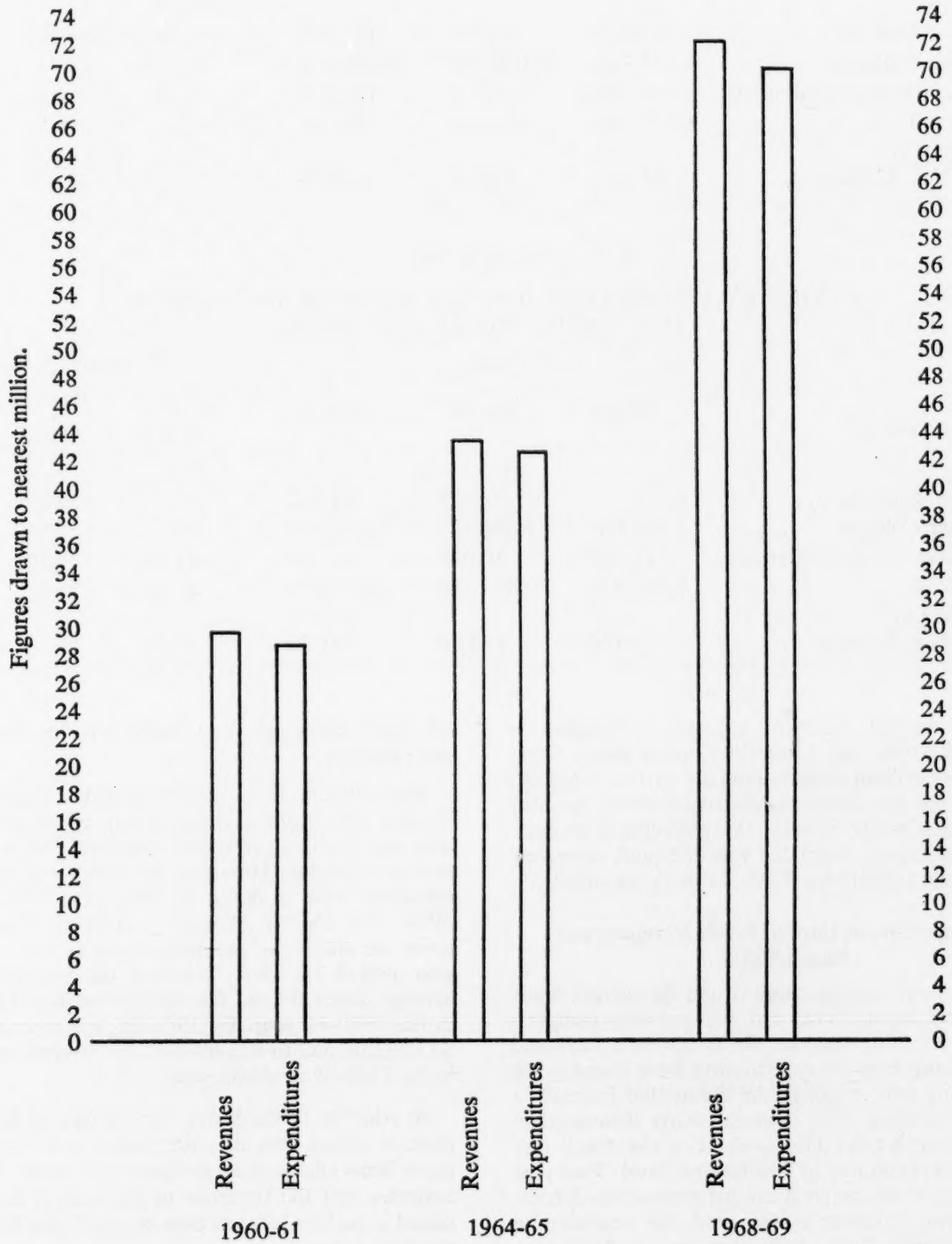


TABLE 76

A COMPARISON OF CURRENT FUNDS REVENUES WITH CURRENT FUNDS EXPENDITURES BY LEVEL FOR 1960-61, 1964-65 AND 1968-69

Years and Level	Current Funds Categories: Current Funds Expenditures	Current Funds Categories: Current Funds Expenditures	Difference
Two-Year Colleges			
1960-61	160,266	166,806	–6,540
1964-65	651,434	684,849	–33,415
1968-69	2,184,675	2,123,575	61,100
Four-Year Colleges			
1960-61	29,078,956	27,859,793	1,219,163
1964-65	42,319,240	41,633,975	685,265
1968-69	69,429,462	68,984,852	444,610

TABLE 77

A COMPARISON OF CURRENT FUNDS REVENUES AND EXPENDITURES IN INSTITUTIONS WITH DEFICITS FOR 1960-61, 1964-65 AND 1968-69

1960-61 Revenues	1960-61 Expenditures	1964-65 Revenues	1964-65 Expenditures	1968-69 Revenues	1968-69 Expenditures
160,266	166,806	196,889	201,812	109,789	110,347
3,561,166	3,618,127	408,514	439,917	651,734	793,602
1,961,150	1,966,611	2,119,704	2,176,821	3,872,336	3,937,410
229,669	260,270	1,761,874	1,852,610	7,071,158	7,201,181
369,912	372,036	1,049,471	1,166,722	1,689,545	1,733,622
		2,169,430	2,222,211	5,466,742	5,557,550
		3,138,118	3,159,057	3,723,450	3,735,820
				3,387,865	3,486,952
Total		Total		Total	
6,282,163	6,383,850	10,844,000	11,219,150	25,972,619	26,556,484
Difference = –101,687		Difference = –375,150		Difference = –583,865	
Number of Institutions = 5		Number of Institutions = 7		Number of Institutions = 8	

TABLE 78

A COMPARISON OF CURRENT REVENUES AND EXPENDITURES FOR AUXILIARY ENTERPRISES FOR THE YEARS, 1960-61, 1964-65 AND 1968-69

Years	Revenues	Expenditures	Difference
1960-61	9,454,224	8,287,090	1,167,134
1964-65	13,328,756	11,824,017	1,504,739
1968-69	19,340,792	17,278,803	2,061,989

Several categories of revenues and expenditures appearing earlier are brought together in Table 79 for the purpose of showing comparisons. While the general trend is the same as in the larger analysis, the data on a student basis are more manageable and useful in seeing relationships with other systems of higher education. Each expenditure item shows a larger overall percentage increase than do the revenues, where parallel items are listed. Parallel items in the two periods show some differentials in the percentage changes as illustrated by housing revenues and expenditures.

Institutional Assets

Minnesota private college assets more than doubled during the period, 1960-61 to 1968-69, changing from $156,800,184.00 to $359,249,705.00 in the eight-year period. Appendix K indicates the gross sums for the various items comprising the total assets. The endowment fund is just above $86 million, considered at market value. Much greater is the replacement value of the campus buildings at $184 million for the 1968-69

TABLE 79

A COMPARISON OF CURRENT REVENUES AND EXPENDITURES PER FULL-TIME STUDENT ON FOUR-YEAR INSTITUTIONS (N=17) 1960-61, 1964-65 AND 1968-69*

Category	Amount			Percent Change		
	1960-61	1964-65	1968-69	1960-61 to 1964-65	1964-65 to 1968-69	1960-61 to 1968-69
Total Current Funds Revenues	1,731.00	2,244.00	3,130.00	29.64	39.48	80.82
Educational and general funds revenues	1,136.00	1,486.00	2,135.00	30.81	43.67	87.94
Auxiliary (food) revenues	278.00	337.00	399.00	21.22	18.40	43.53
Auxiliary (housing) revenues	166.00	229.00	293.00	37.95	27.95	76.51
Auxiliary (other) revenues	112.00	127.00	154.00	13.39	21.26	37.50
Total Current Funds Expenditures	1,658.00	2,207.00	3,110.00	33.11	40.92	87.58
Physical plant current funds expenditures	130.00	163.00	207.00	25.38	26.99	59.23
Library current funds expenditures	48.00	69.00	100.00	43.75	44.93	108.33
Education and general funds expenditures	1,073.00	1,451.00	2,067.00	35.23	42.45	92.64
Auxiliary (food) expenditures	229.00	266.00	340.00	16.16	27.82	48.47
Auxiliary (housing) expenditures	140.00	210.00	259.00	50.00	23.33	85.00
Auxiliary (other) expenditures	110.00	138.00	161.00	25.45	16.67	46.36

*A reasonable estimate for all private institutions (N=32) can be calculated for the desired category by relating this data to Table 6, giving the number of students for selected years.

**Total full-time enrollment in all private institutions was 27,634 for 1968-69.

fiscal year. Other items represent a much smaller proportion of the total assets. The number of institutions reporting are 24 out of 32 private colleges. Most of the items within the total assets increased over the eight-year period. Student loan funds had a percentage increase of 645 percent. The amount in the fund from the reporting institutions totaled $15,397,621.00 for the 1968-69 year. Various asset categories evidenced considerable stability in terms of the percentage of the total that each item represents (see Figure 15).

The assets grew by more than $200 million over the period indicated in Figure 16 showing the total amount of assets held by the reporting colleges. In the period from 1960-61 to 1964-65, the increase was nearly $94 million. From 1964-65 to 1968, the colleges increased their assets by over $108 million. Looking at the asset growth from another perspective (see Table 80 and Figure 17), the institutions are increasing their assets at a decreasing rate. In the period from 1964-65 to 1968-69, it was only 43 percent. There was an overall growth of 129 percent for the eight years.

Endowment funds showed a similar pattern of growth (see Figure 18). An overall increase of 102 percent is recorded, but the funds increased at a decreasing rate. In the four-year interval, 1960-61 to 1964-65, the percentage increase was 61 percent, followed in the period from 1964-65 to 1968-69 by a growth of 25 percent. The $26 million plus increase in endowment funds during the first four-year period was reduced to $17 million plus in the second four-year period. Of the $17 million, three institutions were the recipients of $15 million and two colleges received $12 million of the total increase. Figure 19 shows those institutions with an endowment fund of $1 million or more. Most of these funds are held by two institutions and an overwhelming majority of the endowment security is located in three colleges.

Capital Expenditures

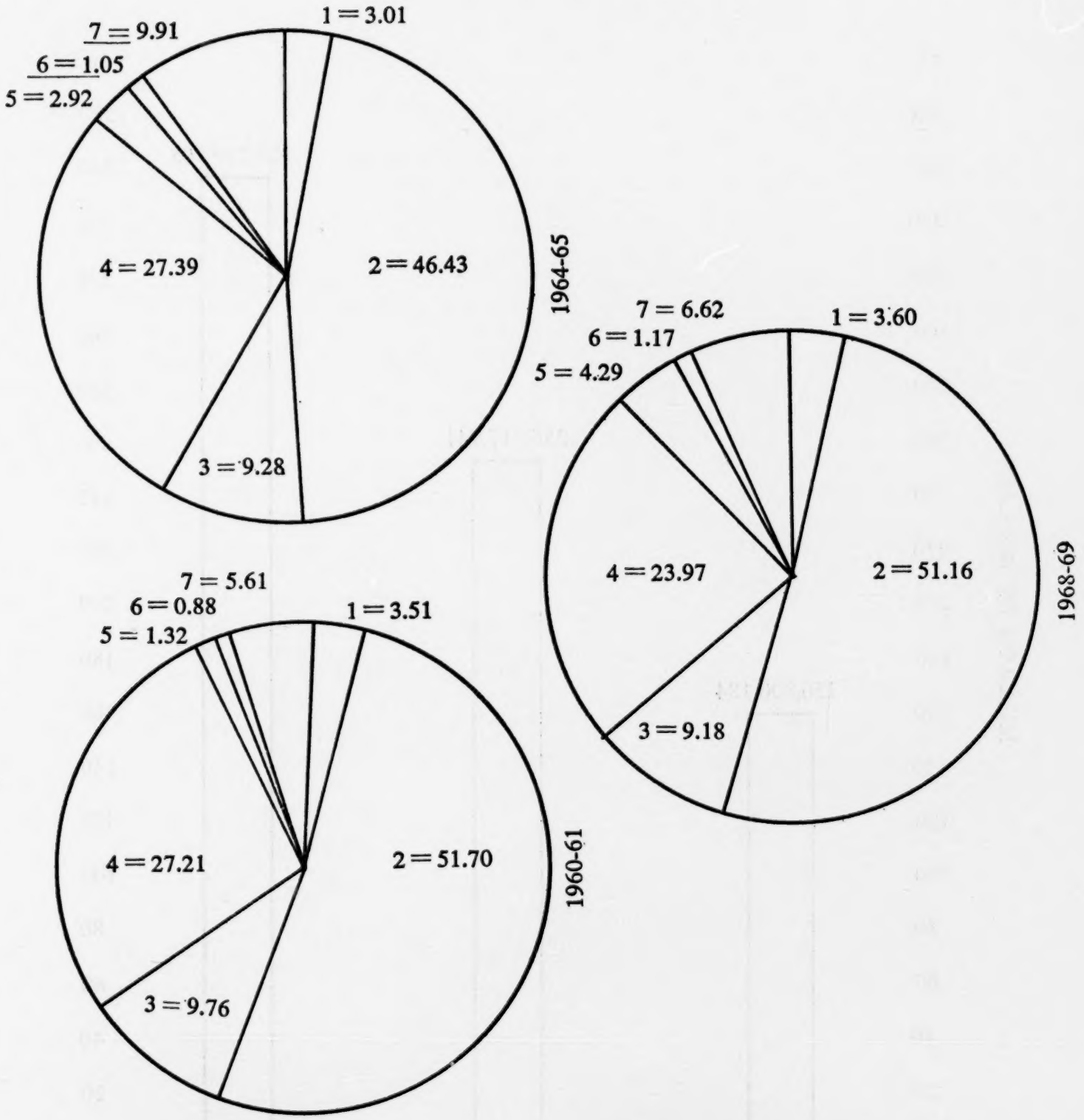
Figure 20 indicates capital expenditures for the eight-year interval. The reporting institutions had available more than $160 million for the period (see Appendix L), although the sources provided finance in a very uneven flow, ranging from just above $7 million in 1962-63 to nearly $20 million in the 1967-68 academic year.

By far the largest single source of funds was federal loans, about one-fourth of the total for the period (see Figure 21). Government grants contributed much less, just over $6 million. Federal loans and grants combined, however, contributed the major share of the total.

The next largest single source was private loans. This is followed by the church and then national foundations. Near the bottom is business, with local foundations and other voluntary organizations contributing a very small amount. The percentages represented by the various sources are given in Figure 22; state grants and loans are omitted since the state has not been a contributing entity in Minnesota.

FIGURE 15

PERCENT OF VARIOUS ITEMS OF TOTAL ASSETS FOR THE YEARS, 1960-61, 1964-65 and 1968-69



1 Campus Grounds
2 Campus Buildings
3 Campus Equipment
4 Endowments, Real Estate, Personal Property, Stocks, Bonds, etc. (Market Value)
5 Student Loan Funds
6 Government Loans: Bond and Interest Sinking Fund
7 Other

FIGURE 16

TOTAL AMOUNT OF ASSETS HELD BY MINNESOTA PRIVATE COLLEGES

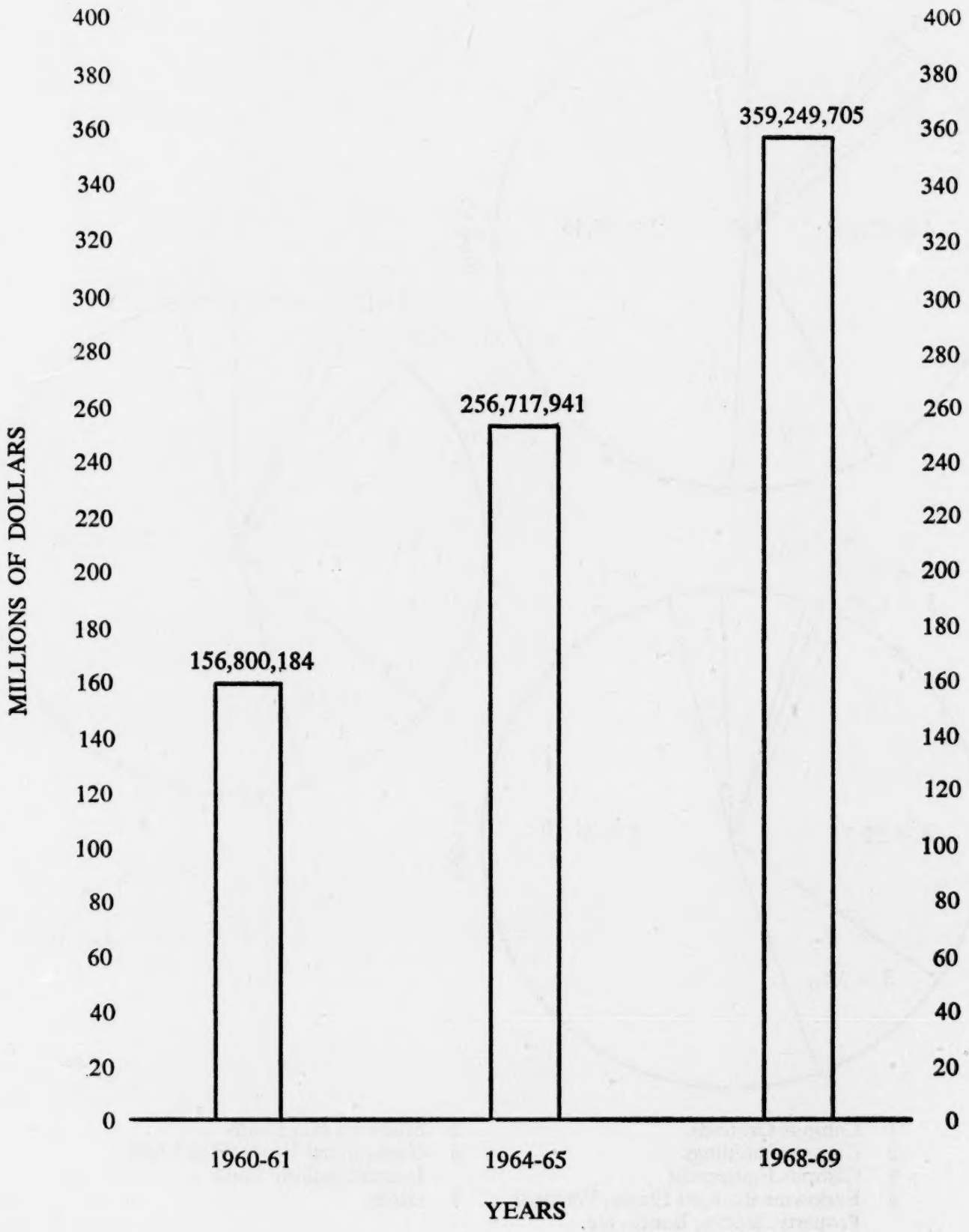


TABLE 80

PERCENT CHANGE IN TOTAL ASSETS FOR
1960-61, 1964-65 and 1968-69

1960-61	1964-65	1968-69	Percent Change 1960-61 to 1964-65	Percent Change 1964-65 to 1968-69	Percent Change 1960-61 to 1968-69
156,800,184	250,717,941	359,249,705	59.90	43.29	129.11

FIGURE 17

GROWTH OF ASSETS FOR SELECTED
PERIODS BY PERCENTS

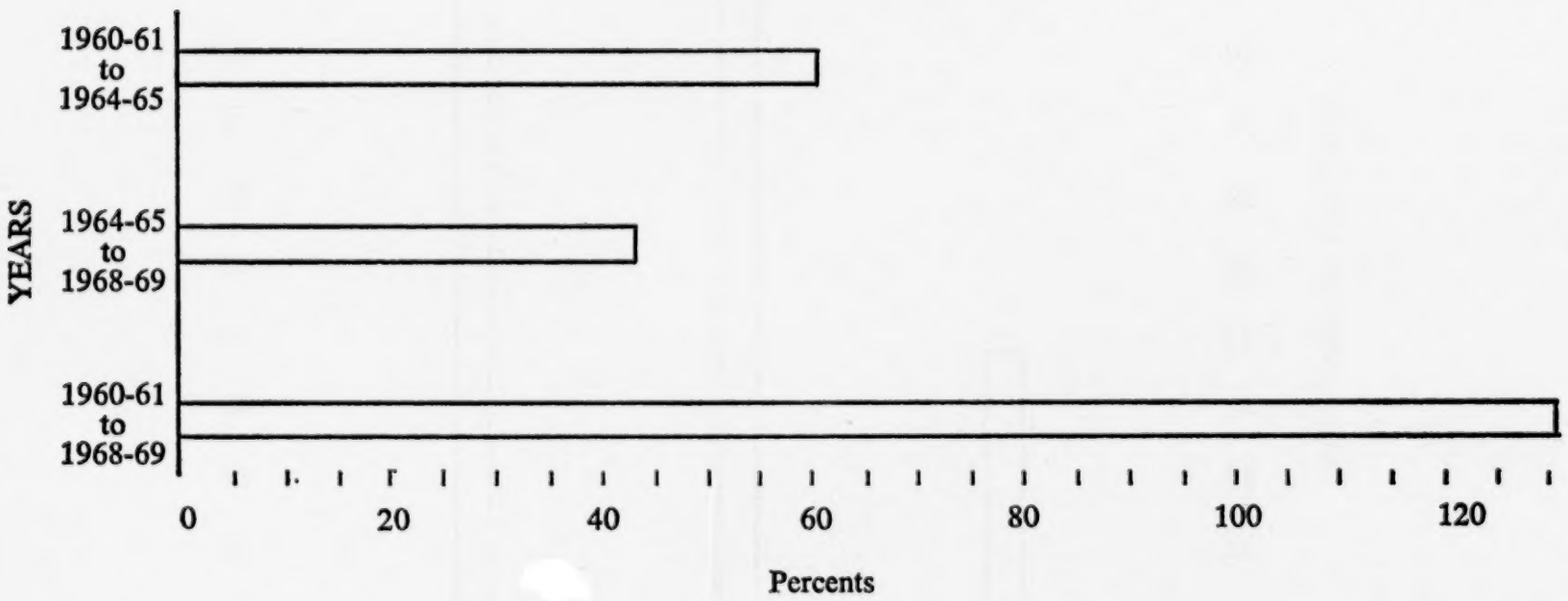


FIGURE 18

ENDOWMENT ASSETS HELD BY MINNESOTA PRIVATE COLLEGES

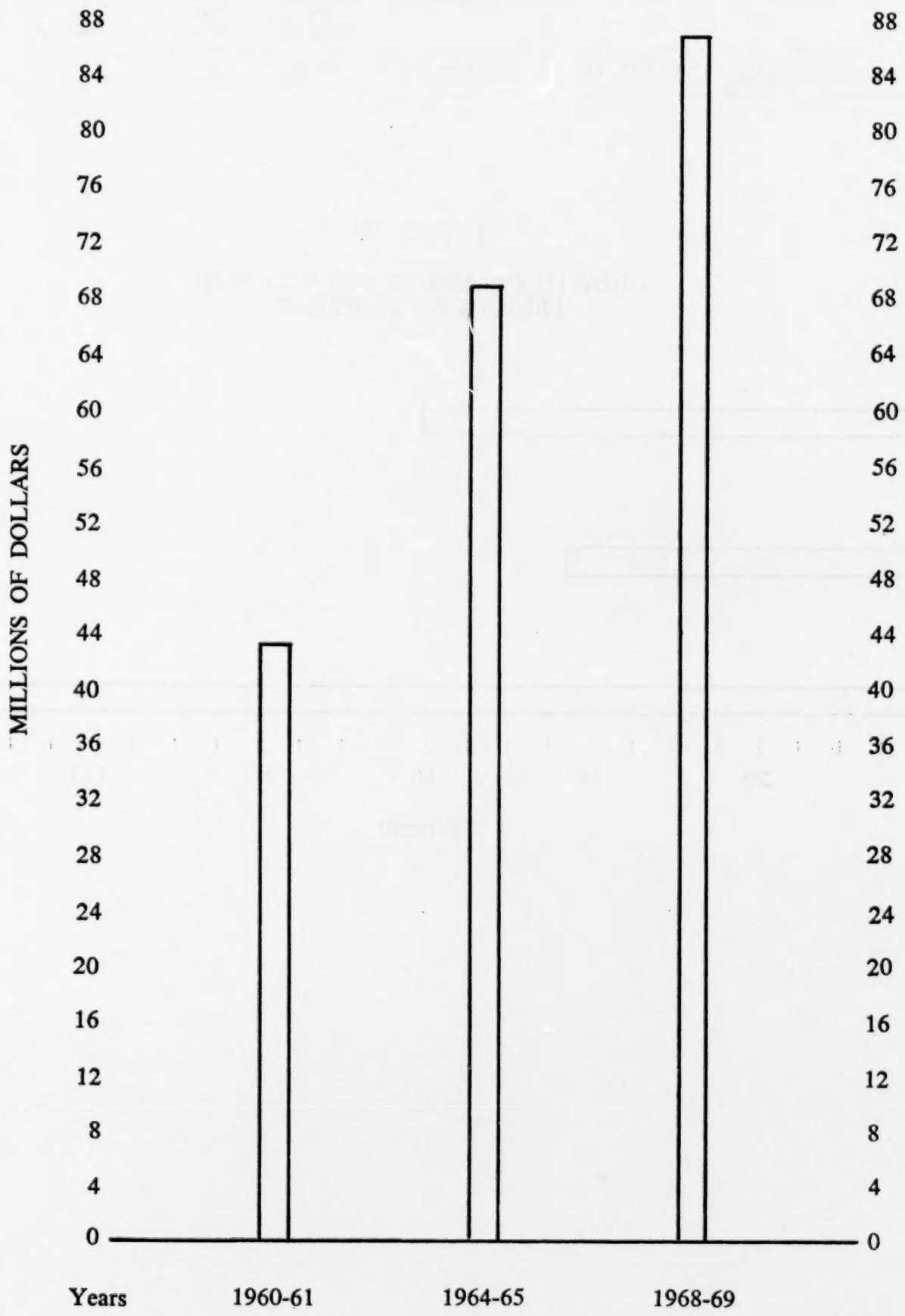
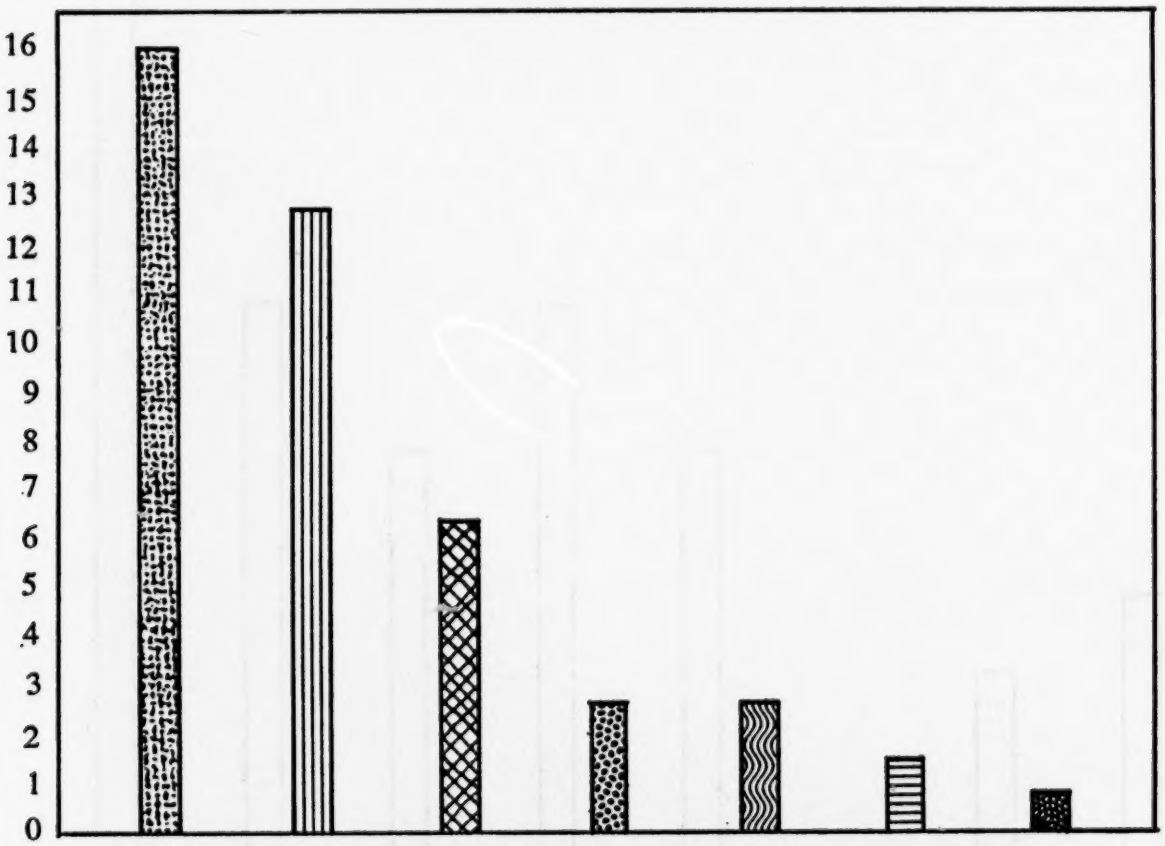


FIGURE 19

INSTITUTIONS HAVING ENDOWMENT FUNDS OF ONE MILLION DOLLARS AND MORE, 1968-69



AMOUNT OF ENDOWMENT (IN MILLIONS OF DOLLARS)
FIGURES DRAWN TO NEAREST MILLION DOLLARS

FIGURE 20

ANNUAL AMOUNTS OF INCOME
FOR CAPITAL EXPENDITURES,
1960-61 THROUGH 1968-69

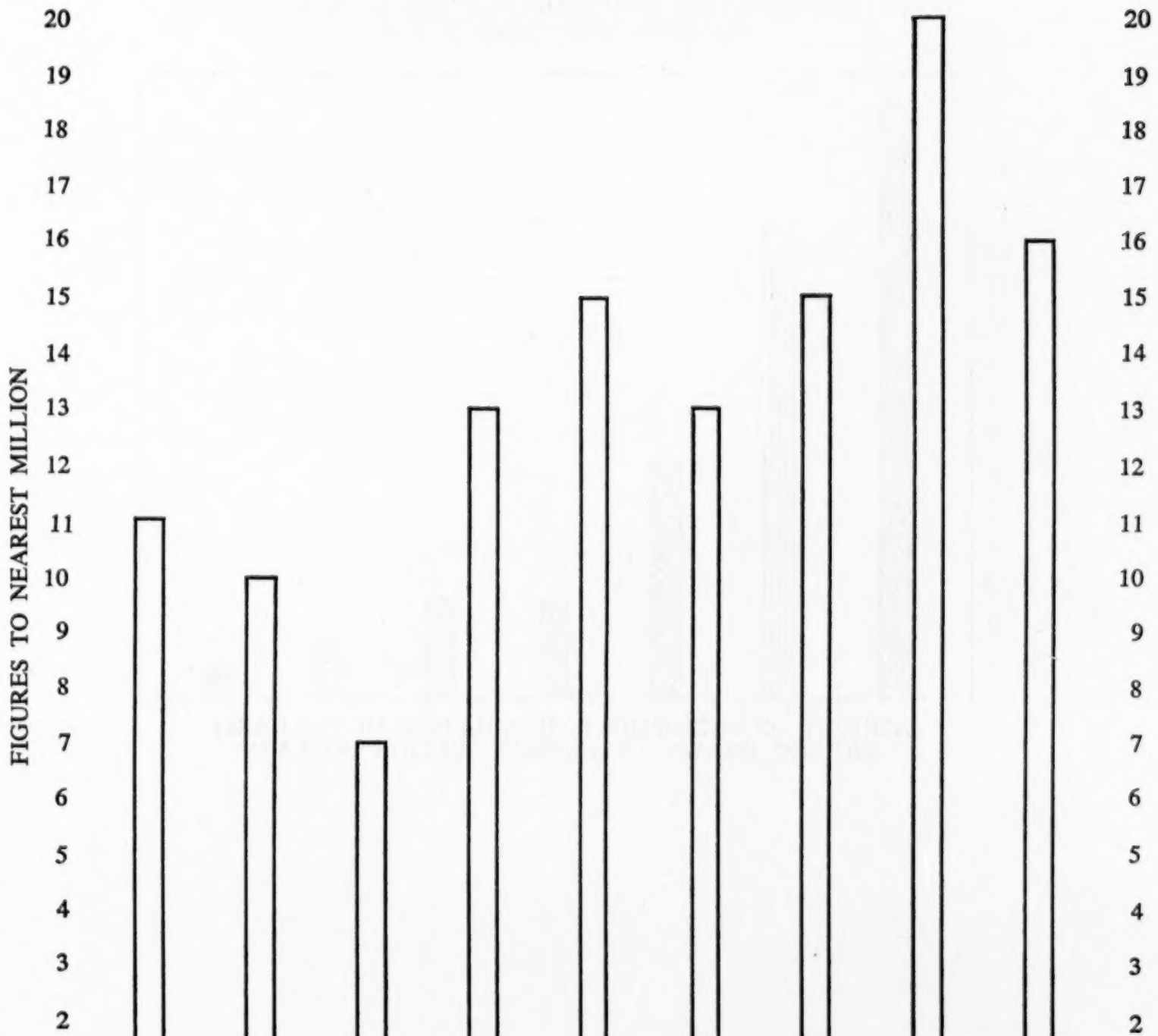
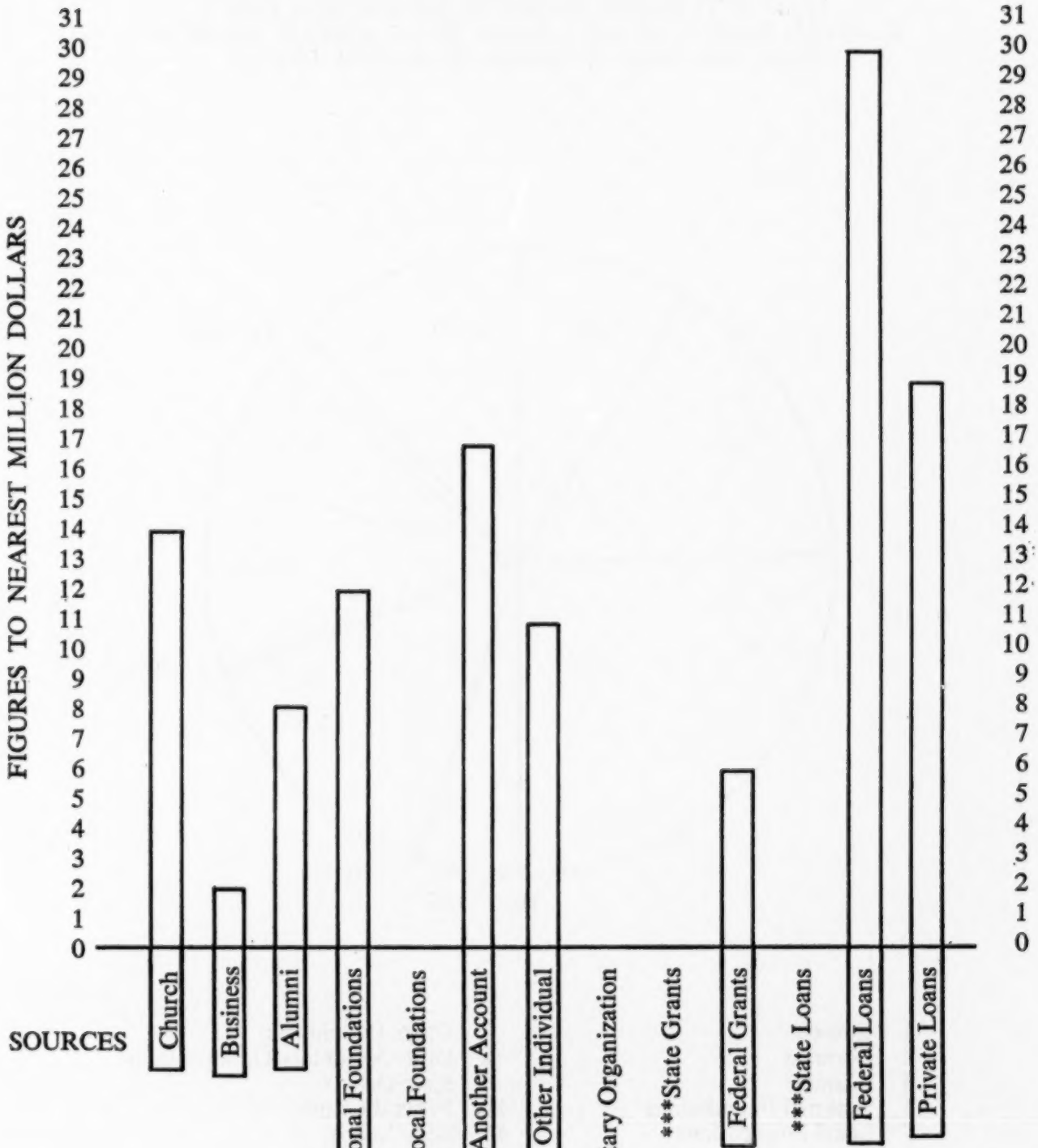


FIGURE 21

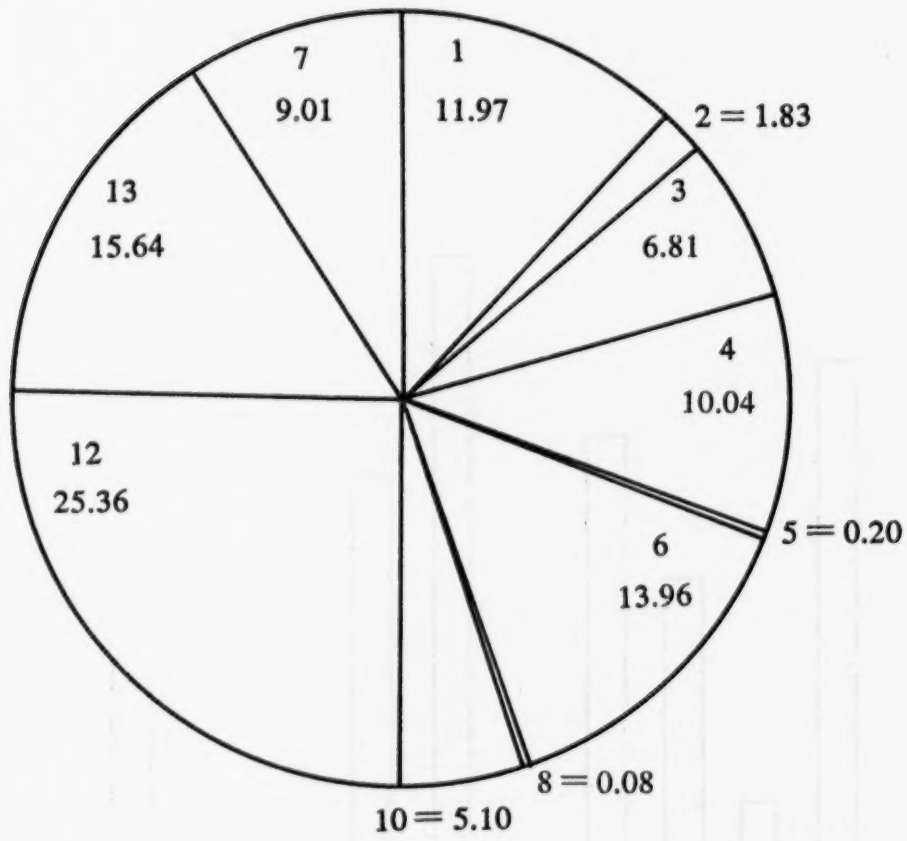
A COMPARISON OF AMOUNTS FROM VARIOUS SOURCES
FOR CAPITAL EXPENDITURES FOR THE PERIOD,
1960-61 THROUGH 1968-69



*241,175
** 92,253
***No Figures Available

FIGURE 22

PROPORTIONATE AMOUNTS OF INCOME FOR
CAPITAL EXPENDITURES FROM THE VARIOUS SOURCES
FOR THE PERIOD 1960-61 THROUGH 1968-69



1 Church
2 Business
3 Alumni
4 National Foundations
5 Local Foundations
6 Transfer from another account
7 Other Individuals
8 Other Voluntary Organizations
9 State Grants
10 Federal Grants
11 State Loans
12 Federal Loans
13 Private Loans

Institutional Indebtedness

Like many items in the total financial picture, the percentage changes in the area of indebtedness are great. Sources of income for capital expenditures were approximately 60 percent greater in 1968-69 than in 1960-61, but indebtedness increased 235 percent from 1960-61 to the 1968-69 fiscal year (see Table 81).

From what sources did the colleges receive the funds? Approximately two-thirds came from public sources and approximately one-third came from private lending agencies (see Table 82). Some variation exists for the three years, but the relative percentages between the two sources remain fairly stable. When the total amount of indebtedness is related to the total assets held by the

TABLE 81

TOTAL INDEBTEDNESS FOR YEARS 1960-61, 1964-65 AND 1968-69

1960-61	1964-65	1968-69	Percent Change 1960-61 to 1964-65	Percent Change 1964-65 to 1968-69	Percent Change 1960-61 to 1968-69
19,641,992	34,838,610	65,840,546	77.37	80.99	235.20

institutions, the percentages increased over the period (see Table 83), from 13 percent to 18 percent. The increase is another indication of the growing financial problems faced by Minnesota's private colleges. Insti-

TABLE 82

PERCENT OF MONEY BORROWED FROM PRIVATE AND PUBLIC LENDING AGENCIES FOR 1960-61, 1964-65 AND 1968-69

Year	Private	Public
1960-61	35.74	64.26
1964-65	29.02	70.98
1968-69	38.90	61.10

tutions vary greatly in the amount of indebtedness as well as the percent of indebtedness in relationship to total assets. Table 84 shows the range for a group of four-year institutions.

TABLE 83

RELATION OF INDEBTEDNESS TO TOTAL ASSETS FOR 1960-61, 1964-65 AND 1968-69

Year	Total Assets	Total Indebtedness	Percent of Indebtedness to Assets
1960-61	156,800,184	19,641,992	12.52
1964-65	250,717,941	34,838,610	13.90
1968-69	359,249,707	65,840,546	18.33

Indebtedness incurred in 1968-69 increased 56 percent over the amount in the 1960-61 fiscal year. The percentage increase from 1964-65 to 1968-69 is greater than from 1960-61 to the 1964-65 year. When the average of $5,621,377.00 (see Table 85) for the three

TABLE 84

RELATIONSHIP OF INDEBTEDNESS TO ASSETS IN FOUR-YEAR INSTITUTIONS (N=14), 1968-69

Institution	Percent of Indebtedness to Assets
A	0.12
B	2.44
C	4.84
D	5.62
E	8.14
F	12.84
G	19.73
H	21.41
J	21.89
K	29.70
L	30.56
M	30.82
N	33.71
O	42.04

years is divided by the average number of institutions reporting financial data, each college incurred an indebtedness of $330,669.00 for each of the years. The average indebtedness incurred by each institution was $357,458.00 in the 1968-69 year. If one assumes this average to be accurate for each of the 32 private institutions in Minnesota, the total indebtedness was above $11 million ($11,438,656.00) for the one year—close to $400 for each full-time student enrolled.

Student Charges

Private colleges for the most part have relied heavily upon student tuition and fee charges for current operations. For this reason, tuition and fees reflect multiple increases for the nine years (see Table 86). Greatest

TABLE 85

AMOUNT OF INDEBTEDNESS INCURRED EACH YEAR FOR THREE SELECTED YEARS, 1960-61, 1964-65 AND 1968-69

Year	Amount
1960-61	4,584,910
1964-65	5,130,052
1968-69	7,149,169
Average	5,621,377

of the increases is found in the average for the two-year colleges, from $300.00 to $769.00 for a year. A considerable range in charges is noticeable from the lowest to the highest for any one year. Tuition approaching $2,000 in the 1969-70 school year can be expected to go even higher.

The real problem is accentuated when a comparison is made between tuition and fee charges in Minnesota public colleges and Minnesota private colleges. Tuition and fees were $510.00 at the University of Minnesota for the 1969-70 academic year for residents of Minnesota. The figure is $350.00 for the state four-year colleges and two-year junior colleges.

Charges in dollar amounts (see Figure 23) vary considerably among the three levels as well as between individual institutions. This is especially apparent in the two-year colleges between 1960-61 and the 1964-65 school year. Four-year colleges and post-baccalaureate institutions have a large differential in tuition charges between 1964-65 and the 1969-70 academic year.

Percentage changes are indicated in Table 87 for the three levels and all institutions combined. It is greatest for the two-year colleges and least for the post-baccalaureate institutions. Only the two-year colleges show a greater percentage change in the 1960-61 — 1964-65 time interval. Both the four-year schools and post-baccalaureate institutions had the same percentage change in the 1964-65 to 1969-70 time interval.

TABLE 86

ANNUAL TUITION CHARGES, 1960-61, 1964-65 AND 1969-70

Year	Category of Tuition Charges	Institution	
1960-61	Average	Two-Year Colleges	300.00
		Four-Year Colleges	578.00
		Post-Baccalaureate Institutions	400.00
	Highest for any one institution	Four-Year Colleges	1,060.00
	Lowest for any one institution	Four-Year Colleges	180.00
1964-65	Average	Two-Year Colleges	553.00
		Four-Year Colleges	829.00
		Post-Baccalaureate Institutions	483.00
	Highest for any one institution	Four-Year Colleges	1,425.00
	Lowest for any one institution	Four-Year Colleges	430.00
1969-70	Average	Two-Year Colleges	769.00
		Four-Year Colleges	1,317.00
		Post-Baccalaureate Institutions	770.00
	Highest for any one institution	Four-Year Colleges	1,975.00
	Lowest for any one institution	Four-Year Colleges	660.00

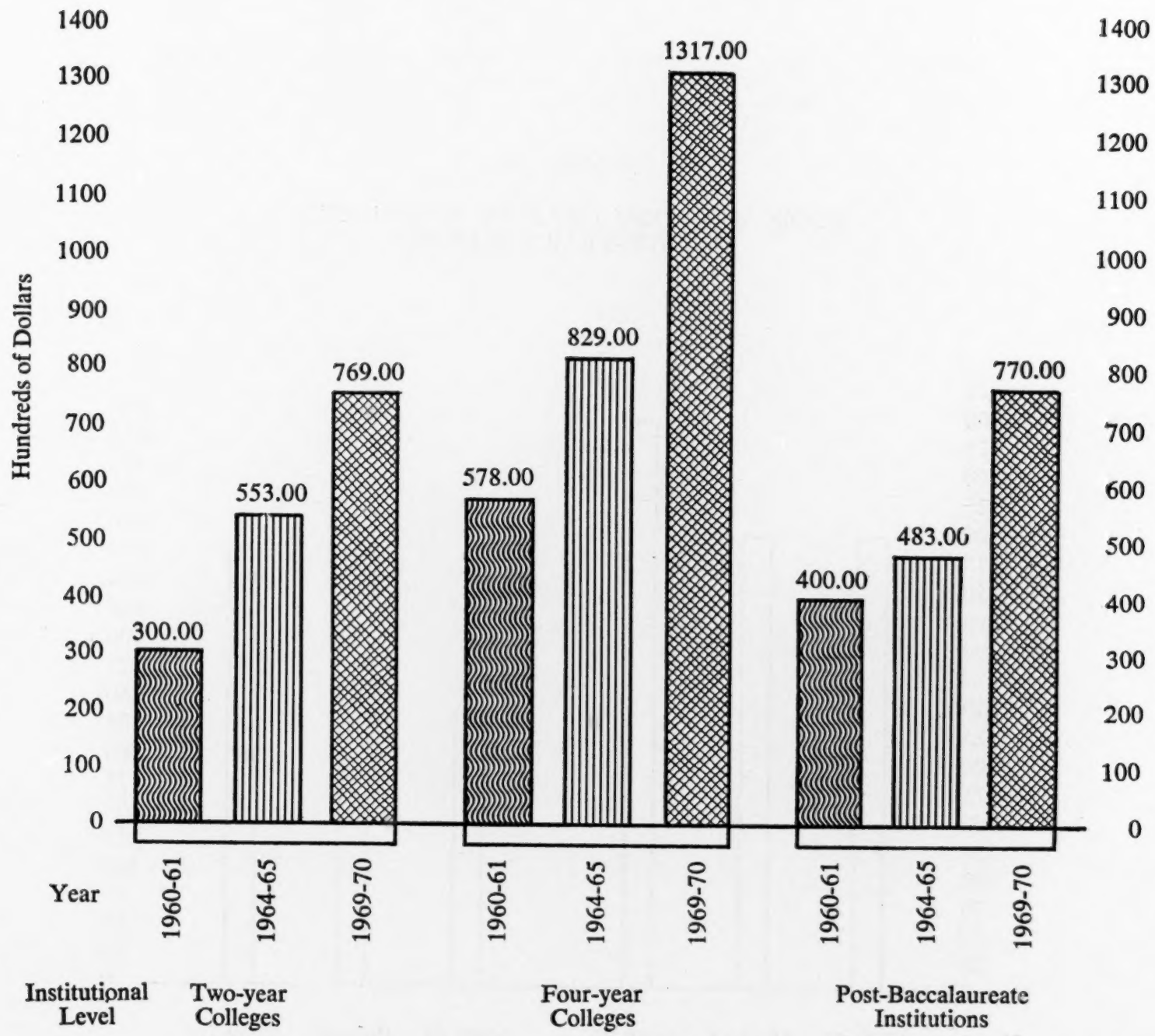
TABLE 87

PERCENT CHANGE IN AVERAGE TUITION FOR THE YEARS 1960-61, 1964-65 AND 1969-70

Type of Institution	Average Tuition 1960-61	Average Tuition 1964-65	Average Tuition 1969-70	Percent Change 1960-61 to 1964-65	Percent Change 1964-65 to 1969-70	Percent Change 1960-61 to 1969-70
Two-Year	300.00	553.00	769.00	84	44	165
Four-Year	578.00	829.00	1,317.00	43	59	128
Post-Baccalaureate	400.00	483.00	770.00	21	59	92
All Institutions	544.00	748.00	1,161.00	37	55	113

FIGURE 23

AVERAGE TUITION CHARGES IN MINNESOTA PRIVATE COLLEGES BY LEVEL AND YEAR



General fees add $89 to the student's average cost per year in the four-year colleges; Table 88 indicates the average fee and percentage increase. Adding a general fee of $89 required of all students increases further the differential in charges between the Minnesota public and private sectors of higher education. Room and food charges may add an additional $900, more or less, to a student's total cost (see Figure 24).

Food charges remained stable through 1964-65 and then rose dramatically. Housing has shown a steady and continued increase. Table 89 gives the percentage increases for both food and housing in the private colleges. For the nine-year period, housing increased almost three times more than food in the four-year colleges.

TABLE 88

AVERAGE GENERAL FEES CHARGED TO FOUR-YEAR FULL-TIME STUDENTS, 1960-61, 1964-65 AND 1969-70

Mean Fee Charged			Percent Change 1960-61 to 1964-65	Percent Change 1964-65 to 1969-70	Percent Change 1960-61 to 1969-70
1960-61	1964-65	1969-70			
44.00	54.00	89.00	23	65	102

FIGURE 24

FOOD AND ROOM CHARGES TO STUDENTS IN FOUR-YEAR COLLEGES

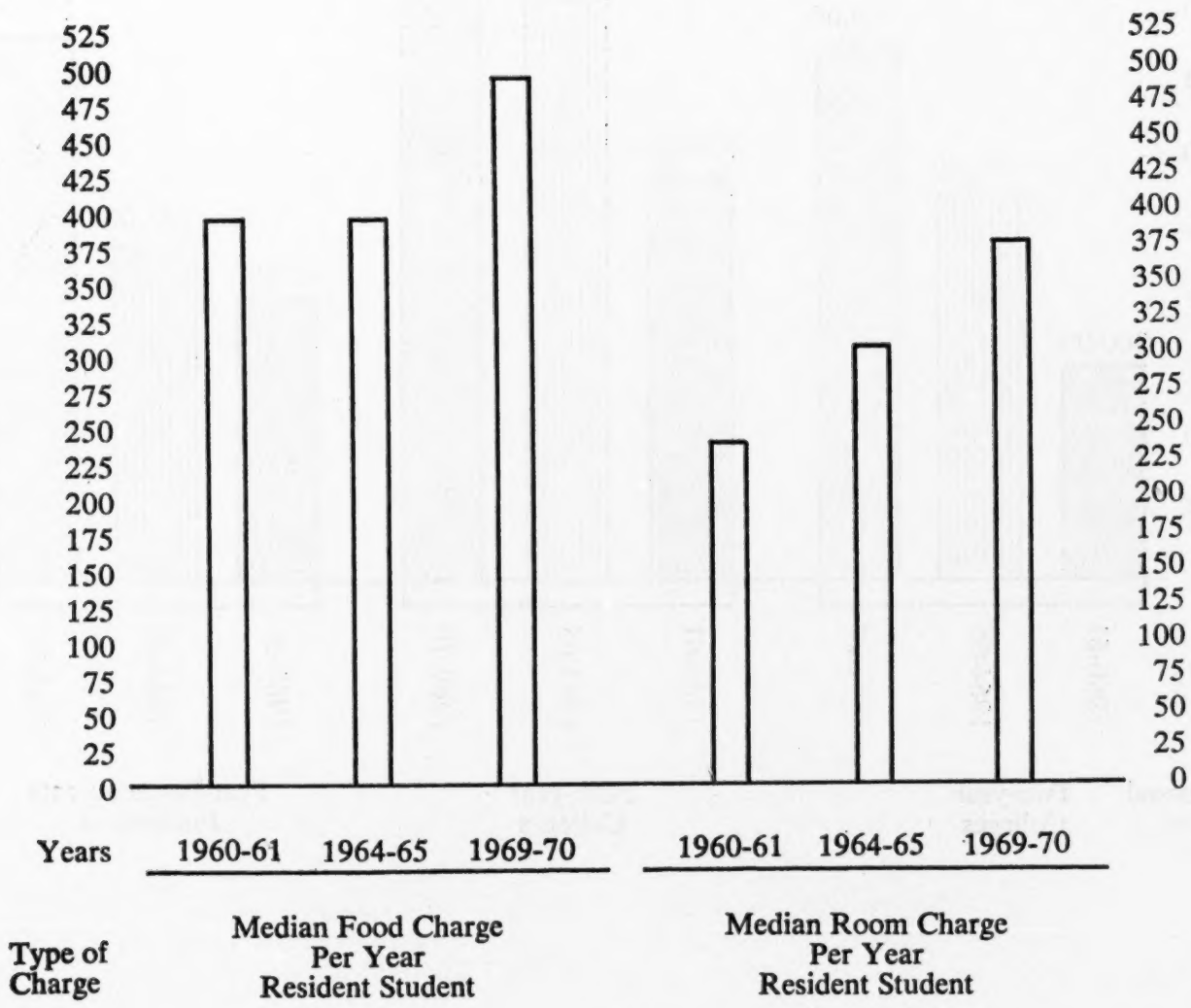


TABLE 89

PERCENT CHANGE FOR FOOD AND ROOM CHARGES FOR FOUR-YEAR INSTITUTIONS BASED ON MEDIAN CHARGES 1960-61, 1964-65 AND 1969-70

Category	Percent Change 1960-61 to 1964-65	Percent Change 1964-65 to 1969-70	Percent Change 1960-61 to 1969-70
Food	0.0	23.75	23.75
Room	30.43	25.0	63.04

Student Aid

Total amounts provided for student aid in the reporting institutions can be seen by referring to Appendix M. An increase of great proportions is readily apparent from the data. The percentage increases are found in Table 90 for the total period as well as each interval of the nine-year span. Private sources provided the largest increase in the area of loans. For the public sector, by far the greatest percentage increase was in the form of grants. While the public sources donated a substantial amount for scholarships, the percentage change over the entire period was much less than for grants. This is unlike the private sector where scholarships showed a greater percentage increase than the grant aid programs.

As indicated in Appendix M, there was substantial increase in Minnesota grants and scholarships. Coinciding with this was an increase in federal grants in the 1969-70 academic year, especially in contrast to the two earlier years reported. Local public aid sources for students attending private colleges is almost nil. It is worth noting that the private college sources represented the greatest single fund of student aid. For the nine-year period, this amounted to $18,162,897.00 with federal sources providing $6,570,217.00 in second place.

The data illustrated in Figure 25 bring together the major categories of loans, grants and scholarships for the three years in both the private and public sectors. They illustrate the relative amounts of the various kinds of aid. Significant changes have occurred in student aid for the three selected years. A close inspection of Figure 26 indicates the need for continued and increased aid to students. The large relative increase in each of the three major categories awarded to students in the 1969-70 school year in contrast to the two earlier years suggests both the trend of the future and the magnitude of the need.

Findings

- The grand total current funds revenues increased 141 percent over the eight years for which data were collected.
- The education and general funds comprised two-thirds of the total current funds revenues for each of the three years used for analysis.
- The auxiliary enterprises represented 27 percent to 31 percent of the total current funds revenues.
- Tuition and fees brought the colleges 41 percent to 43 percent of the total current funds revenues.
- Revenues from food increased 91 percent during the eight years.
- Housing revenues increased 136 percent over the eight-year period.
- The grand total current funds expenditures expanded 152 percent for the period studied.
- The education and general fund represented 65 per-

TABLE 90

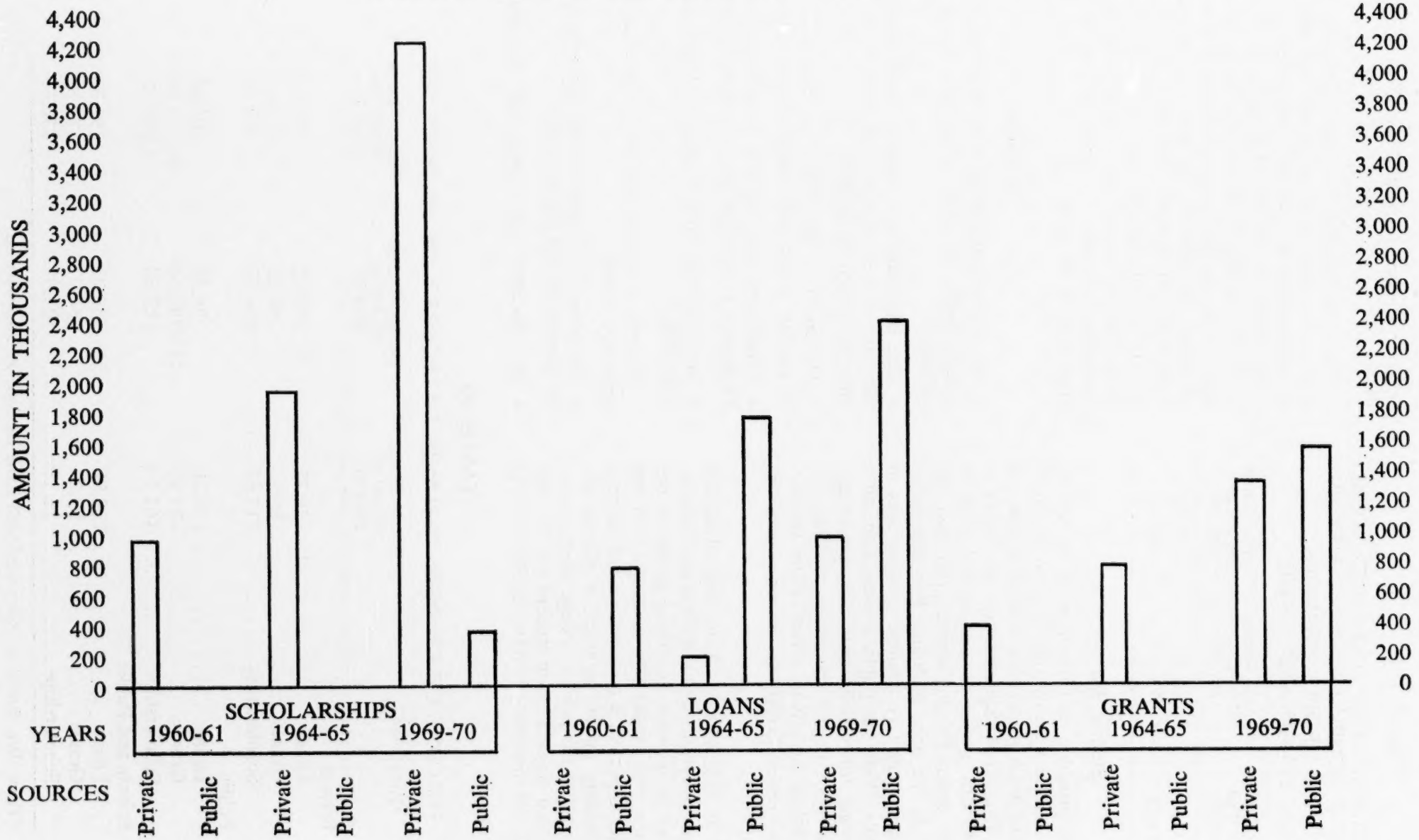
PERCENT OF CHANGE IN MAJOR CATEGORIES OF STUDENT AID

Type of Aid	Percent Change 1960-61 to 1964-65	Percent Change 1964-65 to 1969-70	Percent Change 1960-61 to 1969-70
Private			
Loans	70.32	398.62	749.26
Grants	85.14	68.22	211.44
Scholarships	111.61	104.77	333.32
Public			
Loans	144.20	26.39	208.64
Grants	–71.95	143,795.36*	40,260.05*
Scholarships	161.19	187.83	5,067.12
Private and Public			
Loans	132.90	68.02	291.31
Grants	83.74	264.97	570.58
Scholarships	11.19	121.97	370.59

*These data should be interpreted with some caution; see Appendix M.

FIGURE 25

STUDENT AID FOR THE YEARS 1960-61, 1964-65 AND 1969-70

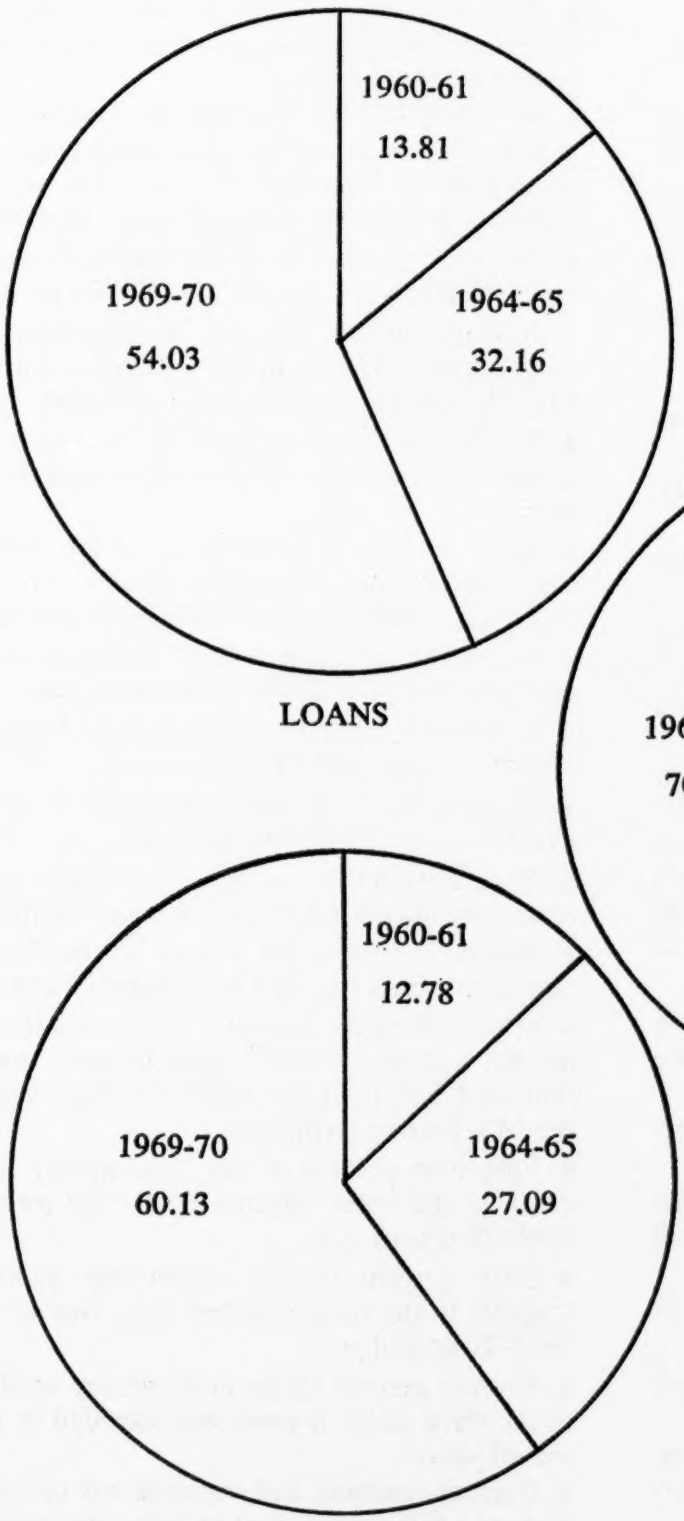


FIGURES TO THE NEAREST TWO-HUNDRED THOUSAND

*Less than two-hundred thousand

FIGURE 26

RELATIVE PERCENTAGES OF LOANS, GRANTS AND SCHOLARSHIPS FOR THE YEARS 1960-61, 1964-65 and 1969-70*



LOANS

GRANTS

SCHOLARSHIPS

*Based upon data in Appendix M

cent to 67 percent of the total current funds expenditures.

- The auxiliary enterprises accounted for 24 percent to 29 percent of the total expenditures.
- Within the total current funds expenditures, the physical plant item required from seven percent to eight percent of the funds.
- Approximately three percent of the funds were used for the library.
- Over the entire period, the physical plant expenditures increased 117 percent.
- For the same time interval, library expenditures increased 191 percent.
- Education and general funds expenditures grew 161 percent.
- Of the education and general funds expenditures, the median percentage used for instruction and departmental research was 46 percent.
- Of the education and general expenditures, the median percent used for general administrative expenses was 28 percent.
- Housing expenditures increased 145 percent for the eight years.
- Food service expenditures expanded 92 percent for the same period.
- The current funds revenues increased at a slightly decreasing rate.
- The current funds expenditures increased at a slightly increasing rate.
- The margins of revenues surplus over expenditures decreased.
- Five institutions showed a deficit of $101,687.00 in the current funds expenditures over revenues in the 1960-61 year. This increased to eight colleges and a deficit of $583,865.00 in the 1968-69 fiscal year. This is a change from 25 percent of the reporting institutions in 1960-61 to 33 percent of the reporting colleges in the 1968-69 year.
- For the reporting institutions, Minnesota private college assets grew from $156,800,184.00 to $359,249,-705.00 in the eight-year period.
- Campus buildings represent approximately 50 percent of the total assets.
- Endowment funds accounted for 27 percent of the assets in 1960-61 but only 24 percent in the 1968-69 year.
- The positive growth of assets for the period was 129 percent.
- Total endowment funds held by the private colleges were $86,128,096.00 in the 1968-69 fiscal year.
- Most of the endowment assets are found in three institutions, with two colleges controlling the greater portion of the funds.
- Financial income for capital expenditures amounted to $120,295,103.00 (1960-61 - 1968-69), with 1967-68 showing the greatest income for any one year.
- Federal loans provided the largest percent (25.10) for the period.
- Following in order after Federal loans were private loans (15.72), transfer from another account (13.96), the church (11.97) and national foundations (10.04), leaving smaller percents to several other categories.
- Institutions reported an indebtedness of $65,840,-546.00 in the 1968-69 fiscal year, an increase of 235 percent from the 1960-61 year.
- Public lending agencies provided from 61 percent to 71 percent of the funds with the balance coming from private lending agencies.
- In 1960-61 the institutional indebtedness represented 13 percent of the total assets, this changed to 18 percent in the 1968-69 year. The largest amount reported by any one college was 42 percent.
- The average amount of indebtedness incurred for the three selected years was $5,621,377.00 per year.
- Average tuition charges in four-year institutions ranged from $578.00 in the 1960-61 academic year to $1,317.00 in the 1968-69 academic year.
- The lowest tuition in 1969-70 for any one four-year college was $600.00 and the highest was $1,975.00 per year.
- There is a growing tuition and fee differential between the private and public sectors; thus creating an increasing hardship on private higher education.
- A general fee charged to all full-time students averaged $89.00 in the 1969-70 academic year.
- Food costs to students increased 24 percent from 1960-61 to the 1969-70 school year.
- Room costs to students increased 63 percent from 1960-61 to the 1969-70 school year.
- By a considerable margin, the largest single source of student financial aid is the colleges' resources.
- Federal money is the second largest financial reservoir from which students draw financial aid.
- Minnesota state financial aid to students attending private colleges totaled approximately four hundred thousand dollars in the 1969-70 school year, based on the 24 reporting institutions.
- Fifty-four percent of the loan money used by students in the three selected years was awarded in the 1969-70 school year.
- Sixty percent of the scholarship money used by students in the three selected years was awarded in the 1969-70 school year.
- Seventy percent of the grant money used by students in the three selected years was awarded in the 1969-70 school year.
- Current revenues and expenditures calculated on the basis of a full-time student in four-year institutions show a larger percentage increase for expenditures during the 1960 decade than for revenues.

CHAPTER XI PLANS FOR THE NEXT DECADE

Introduction

It was the considered judgment of the individuals responsible for directing the Minnesota private college study, reinforced by long and wide experience in many states, that efforts to attempt projection with accuracy over a long period of time would be a serious error and therefore should be avoided. Instead, the alternative chosen was to try to obtain a general outline for the future and encourage those responsible for implementing private higher education in Minnesota to engage in frequent, periodic and systematic evaluation of every facet for the purpose of refinement and accuracy of projections. With full awareness of the volatile and dynamic society that provides the context for American higher education, accompanied by changing demands on institutions of learning, no other course of action seemed acceptable.

In broad terms, the following outline for the next 10 years is presented as an aid in understanding and planning the future role of private higher education in Minnesota. Each of the major topics for which data were gathered and treated earlier are looked at from a future perspective. They comprise students, curricular programs, degrees and academic calendars, faculty, libraries, physical facilities, institutional cooperation, and finance.

Students

College leaders were asked to give the direction their institutions were moving in regard to both the quality and quantity of their student bodies in the coming decade. It was indicated that ability level in most institutions would remain the same or increase. A number of colleges that thought there was a possibility of a lower ability level student body in the future gave their reasons. If one women's college became coed, it would possibly lower the standards "since men tend to get lower grades than female students." Another respondent saw external forces bringing a lower quality student body when he said that "any admissions officer knows that the size and quality of the applicant pool actually dictates the 'standards.'" Using the categories of lower, same or higher, Table 91 shows the trends of the future as reported by the private college leaders. This quantitative data tends to support the narrative answers reported above on the same subject. Twenty-five leaders responded and just a few more than half expect the quality to remain the same, both for 1975-76 and the 1980-81 academic years. There is an indication that colleges and universities with the lower ability level students wish to select a more able student body.

Private colleges indicate a willingness to enroll an increasingly larger number of students in the coming decade (Table 92, 93). A small number of institutions have reached or plan to reach what they consider to be their optimum enrollment in the coming few years, but the vast majority can grow and wish to grow. On the basis of the available data, there appears to be little reason to doubt that the private colleges can enroll a minimum of 20 percent of the Minnesota post-secondary undergraduate enrollment during the coming decade. This would mean some expansion plus utilizing

TABLE 91

FRESHMAN QUALITY IN 1975-76 AND 1980-81
IN REFERENCE TO 1969-70

	1975-76			1980-81		
Institutional Level	Lower	Same	Higher	Lower	Same	Higher
Two-Year Colleges	0	3	2	0	2	3
Four-Year Colleges....	1	10	9	0	12	8
Total	1	13	11	0	14	11

TABLE 92

NUMBER OF STUDENTS IN 1975-76
IN REFERENCE TO 1969-70

	Full-time Students			Part-time Students			Freshman Students		
Institutional Level	Lower	Same	Higher	Lower	Same	Higher	Lower	Same	Higher
Two-Year Colleges....	0	2	3	0	0	4	0	1	4
Four-Year Colleges....	0	3	16	0	4	14	0	2	17
Post Baccalaureate	0	0	2	0	0	1	0	0	1
Total	0	5	21	0	4	19	0	3	22

TABLE 93

NUMBER OF STUDENTS IN 1980-81
IN REFERENCE TO 1969-70

Institutional Level	Full-time Students			Part-time Students			Freshman Students		
	Lower	Same	Higher	Lower	Same	Higher	Lower	Same	Higher
Two-Year Colleges	0	2	3	0	0	4	0	1	4
Four-Year Colleges	0	3	16	0	4	14	0	4	15
Post Baccalaureate	0	0	2	0	0	1	0	0	1
Total	0	5	21	0	4	19	0	5	20

the private college facilities to a fuller capacity than during the 1960 decade. Table 94 shows the projected enrollment for the following 10 years and the number associated with 20 percent of the estimated post-secondary undergraduate enrollment. The private sector will need to increase its enrollment on the average of approximately 1300 students per year during the 1970 decade, and this is an average of 3.82 percent annually.

Planned growth in the number of minority students is indicated in Tables 95 and 96, giving the number of colleges that expect a larger enrollment in comparison to their 1969-70 enrollment. Both Negroes and Indians will have an opportunity to increase their numbers in many institutions in the first half of the 1970 decade. Fewer institutions anticipate enlargement of their numbers among the other minority groups. Some leveling of minority enrollment is noticeable (see Table 96) by the 1980-81 academic year, although growth is still expected to continue.

TABLE 94

MINNESOTA PROJECTED POST-SECONDARY
ENROLLMENTS BY LEVEL*

Year	Up to Two Years	Third and Fourth Years	Estimated Total	20% of Estimated Total	Percent Increase
1970	105,899	38,770	144,669	28,934	
1971	111,222	40,177	151,399	30,280	4.65
1972	116,811	41,513	158,324	31,665	4.57
1973	121,953	42,907	164,860	32,972	4.13
1974	129,241	44,114	173,355	34,671	5.15
1975	134,714	45,235	179,949	35,671	3.80
1976	138,312	46,171	184,483	36,897	2.52
1977	146,495	47,470	193,965	38,793	5.14
1978	150,910	48,530	199,440	39,888	2.82
1979	155,975	49,627	205,602	41,120	3.09
1980	158,789	51,289	210,078	42,016	2.29

*Projections are from Minnesota Higher Education Coordinating Commission, October, 1969.

TABLE 95

NUMBER OF MINORITY STUDENTS IN 1975-76
IN REFERENCE TO 1969-70

Institutional Level	Negro			American Indian			Spanish Surnames			Other		
	L	S	H	L	S	H	L	S	H	L	S	H
Two-Year Colleges	0	0	3	0	0	4	0	0	2	1	0	0
Four-Year Colleges	0	0	18	0	3	15	0	8	7	0	8	7
Total	0	0	21	0	3	19	0	8	9	1	8	7

TABLE 96

NUMBER OF MINORITY STUDENTS IN 1980-81
IN REFERENCE TO 1969-70

Institutional Level	Negro			American Indian			Spanish Surnames			Other		
	L	S	H	L	S	H	L	S	H	L	S	H
Two-Year Colleges	0	0	3	0	0	4	0	1	1	0	1	1
Four-Year Colleges....	0	3	15	0	6	12	0	9	6	0	10	5
Total	0	3	18	0	6	16	0	10	7	0	11	6

Curricular Programs and Degrees

Certain trends have already been initiated that promise to dominate the early years of the 1970 decade and possibly continue even far beyond. Six major topics will be mentioned briefly to illustrate the developments indicated by the respondents: 1) dropping courses, programs and established requirements; 2) adding courses, programs and new requirements; 3) reorganization and experimental approaches to academic calendars, courses and programs; 4) greater cooperation with other colleges and universities; 5) greater emphasis on new modes of students' experiences to improve learning; and 6) affirmation and evaluation of purpose.

Increased flexibility is in the planning stages for several institutions. Instead of narrowly prescribed general education courses, students will have the option of developing special programs in consultation with an adviser over a broad range of courses. More than one college has dropped or is considering the dropping of a foreign language requirement for graduation. Likewise, a religion requirement for graduation is being eliminated. Major fields of study will be less rigid and restrictive, giving the student more freedom to plan his own major emphasis. Four-year colleges will scrutinize courses and programs with low enrollments and high cost, such as nursing, home economics, Russian and classical languages. One two-year institution said it would be necessary to drop some vocationally-oriented programs because the same courses were available in a nearby low tuition state area vocational-technical school.

There will be courses added by all institutions. Two-year colleges will expand paraprofessional programs in the health and social sciences. One college will widen its offerings in business courses, such as economics, accounting and business law. An expanded offering of foreign languages is being considered along with more emphasis on courses for minorities in another two-year institution.

Some of these same developments can be seen in the four-year colleges and universities. Several institutions will develop urban studies, black studies and environmental studies programs. One institution in particular would like to develop an Indian studies program if finances are available. A small number of institutions are giving consideration to the development of a Master's degree program in particular areas of strength or in cooperation with other institutions.

There will be added programs to improve the training of teachers for inner city work. Along with this, special summer courses are developing to enrich the offerings for teachers of all kinds and enlarge the continuing education possibilities. Increased opportunities for study abroad will continue to grow. Business courses and those related to recreation and leisure were mentioned as possible areas of expansion. Broad interdisciplinary courses are in the planning stages to serve as the general education courses; these will be developed sequentially and have a theoretical relationship to each other. Students in nearly all institutions will receive greater recognition in curricular and program development.

Reorganization and experimental approaches were mentioned by several respondents in their replies for the coming decade. Basic education courses will be scrutinized and revised, giving way to new ways of organizing human knowledge and experience. An interest is expressed in making the courses more relevant to the rapidly changing times. Individualized study is under consideration by several institutions. Minority studies and foreign studies will bring a reorganization of subject matter. One institution plans to develop an international study major comprised of linguistics, anthropology, political science, history and religion. Another college is making each major field of study more amenable to student needs and interest, coupled with a relationship to decision making groups in the community. There will be more student initiated courses, perhaps planned for a single offering in some cases. Grading practices will be examined and in some cases changed to a pass-fail system. Experimentation is becoming an integral part of the private college sector as it moves into the 1970 decade.

Cooperation is already at a high momentum among the private colleges and universities, but a few leaders mentioned even greater emphasis on cooperation in the future. "We predict greater cooperation with other

colleges in a variety of programs," wrote one respondent. "Closer cooperation . . . thus offering a wider spectrum of choices for students," said an educator and another affirmed there would be "undoubtedly greater academic cooperation."

The future will bring a greater emphasis on new modes of student experiences to improve learning. It was expressed by one leader when he said "there will be more courses involving actual experience in particular situations in the metropolitan area as well as away from the cities and abroad." Another leader wrote that "a strong emphasis will be on living-learning." This trend was reinforced by one who said that there will be "increased emphasis on living-learning centers and situations on campus." There will be new modes or techniques of study and these for one institution will be the most likely changes "rather than in the areas or fields to be covered. New procedures and methods of study will most likely be introduced."

Special learning needs will receive attention through a tutorial program and this may lead to new modes of instruction and learning. Anticipated is the "development of an environmental and motivational program as a part of the instructional process." A new campus is being designed to implement this program. Post-baccalaureate institutions will give more attention to the non-specialist along with stronger clinical practicums and continuing adult education.

The leaders are evaluating their purposes and emphases. In Questionnaire I, the educators ranked the following four purposes as highest in a series of 10 items: 1) to educate students for serious intellectual work and independent judgment, 2) to educate students with a strong service motivation, 3) to educate students to view life and work from a religious perspective, and 4) to educate students within the liberal arts tradition rather than within a more particular or specialized perspective. More than one leader indicated that his institution would retain its church affiliation but possibly in altered relationships.

A very small number of institutions are planning degree changes or graduate degree programs. Unless changes are forthcoming, such as state requirements for a Master's degree for public school teaching, possibly not more than four institutions have concrete plans to enter graduate work during the coming decade. The type of degree offered, such as B.A. or B.S., is expected to change very little. Most institutions affirm their intention to emphasize the liberal arts, and a few institutions will offer at least one specialized degree in art, music or other special fields. One institution is considering the Ed.S., requiring six years and oriented toward high school superintendents and principals. A few respondents stated their intention of less specialization than previously at the undergraduate level, leaving specialization to the graduate schools.

Faculty

Several institutions do project some changes in regard to the faculty. Generalizations are possible in a small number of instances, but for many areas particular colleges will move in different directions depending upon circumstances and resources. Most colleges expect that regional representation of faculty will remain about what it is at present, but a few leaders anticipate broader representation. One respondent wrote that applications from candidates educated outside the state are increasing and this will make possible a change in the present situation. Another indicated that applications "are from increasingly more diversified geographical areas," and changes in geographical representation are anticipated.

Likewise the ratio between faculty and full-time students is projected to change. Nearly one-half of the four-year colleges look forward to a lower ratio (Table 97) than reported for the 1969-70 year. The data are the same for both 1975-76 and 1980-81 academic years. This reflects an interest on the part of the private college educators to have more students per faculty member than is the case at present. Part-time faculty members (Table 98) will remain about constant, with a small number of colleges increasing the part-time faculty and a few decreasing the professional staff in this category.

TABLE 97

FULL-TIME FACULTY-STUDENT RATIO IN 1975-76 AND 1980-81 WITH REFERENCE TO 1969-70 IN FOUR-YEAR COLLEGES

Lower	Same	Higher
8	5	4

TABLE 98

NUMBER OF PART-TIME FACULTY MEMBERS IN 1975-76 AND 1980-81 WITH REFERENCE TO 1969-70 (FOUR-YEAR COLLEGES)

1975-76			1980-81		
Lower	Same	Higher	Lower	Same	Higher
3	10	2	4	9	2

In regard to salaries and fringe benefits, there is clear evidence that financial remuneration is expected to rise faster in the full professor rank than in the other ranks throughout the 1970 decade. Both the assistant professor and associate professor are expected to advance about the same, proportionately, in reference to the 1969-1970 salary levels. Indications are that the instructor level will rise just a little faster during the next 10 years than the two higher levels but not as fast as

the full professors level. In view of the AAUP letter ratings described elsewhere in this report, the increase at the highest level is justifiable.

The percentage of faculty holding the doctorate are expected to increase considerably at every level except in the instructors' category. Here an overwhelming number replied that the percentage holding the doctorate would remain the same. However, no one said the percentage would drop; and a few respondents anticipated an increase.

Library

Librarians will continue to do most of the things librarians normally do; but in some cases, they will do them differently. There is interest in improving the delivery of services. The librarians at one institution have undertaken a program supported by the National Science Foundation to take a more aggressive role in meeting the needs of students and faculty. Tied into this new program is what has been called "a switching center concept of an information system." Initiative in locating (wherever it may be) and storing information related to course work, student or professor research is taken by the librarians. No new technology is involved; it is a person-to-person service that "switches" to all kinds of materials, print and nonprint, that is related to a course or a professor's need. In addition, students can receive the special service when working on special projects that require resources beyond those of the local library. In this program, the library is the place to begin for one's need, but the concept of a "switching center" signifies that the librarians may need to turn to a multitude of sources far and wide in an effort to effect delivery of services. The library is not an end in itself for information.

Cooperative programs are getting off the ground and many institutions are planning their future in relationship to the cooperative arrangement. Mentioned elsewhere in this report is College Libraries In Consortium (CLIC). This includes seven college libraries plus the Hill Reference library, all located within the metropolitan area.

There will be new libraries, major additions and renovations. Space for a small number of institutions is a serious problem for the future. A very large amount of evaluation, scrutinizing and pruning of holdings will occur. There is widespread concern that the library holdings reinforce the curricular programs as well as provide other supporting materials.

All librarians will give special attention to weak areas. Most will expand the nonprint materials far beyond the present holdings. Some librarians will give special attention to periodicals, while others will direct their energies and resources to improving the reference collection. Additional librarians will correct other weaknesses.

While library financial undergirding was strengthened greatly during the 1960 decade, several institutions can be aided by having available larger sums of financial support; the matter is urgent for a few institutions. If funds are sufficient, the following 10 years, generally speaking, promise to be a good decade for Minnesota private college libraries, considering the innovations, cooperative arrangements and planning already underway.

Physical Facilities

The institutional leaders in some instances found projection for the decade very difficult; there is a hesitancy and a skepticism about long-range projections to the accuracy asked for in numbers of square feet. A few institutions were in the process of planning but had not arrived at definite figures. Table 99 compares the square feet needed if the enrollment remains the same to the square feet needed if enrollment changes as anticipated. One thing is certain from the data gathered, namely, the building program during the 1970 decade will equal or exceed the building program of the 1960 decade if enrollment increases in accordance with the leaders' anticipation. A reference to Table 48 will show the number of buildings rated in "poor" condition, a situation that helps to explain some of the needed new facilities.

TABLE 99

PHYSICAL FACILITIES PROJECTIONS (SQ. FT.) FOR 1970 DECADE

Enrollment Same as 1969-70	Enrollment to Change as Anticipated
2,167,312	3,360,689

In the replies, a few institutions listed the kinds of buildings they would need if enrollment grows as anticipated but were not able to provide the number of square feet. In addition, the questionnaires were returned from 26 of the 32 institutions, but only 21 of the 26 were able to provide information on building projections, either in terms of kinds of buildings or number of square feet. The kinds of buildings or major additions projected by the reporting institutions covered the broad spectrum of campus buildings rather than dormitories or any other facility devoted to a particular function.

Institutional Cooperation

College and university leaders replied to questions asking about needed future (not now existing) cooperative arrangements. Numerous comments were forthcoming and the following brief account in no way reflects the volume of comments received. What the educators propose for the future is closely related to what already exists in some institutions. For this rea-

son, there would be repetition of the material already elaborated elsewhere in this report. The answers regarding future cooperative efforts reinforce the correctness and importance of the present arrangements.

One development that was emphasized more as a future need than a current one is cooperative use of a state-wide data bank. In one way or another several institutions wished to share in the use of computers for instructional and/or administrative purposes. One respondent undoubtedly in the agony of completing the present questionnaire stated that questionnaires could be answered from the data bank upon the consent of the institution. More than a little interest can be elicited in the field of the cooperative uses of computers among private college leaders. A second area of emphasis that goes beyond present practices or advanced planning has to do with a state-wide communications system. This includes a state-wide television system uniting and available to all private and public institutions.

Other developments needed for the future embrace broader applications of already existing programs. These include a sharing of programs, facilities, professional personnel, library resources, speakers, institutes, and other related resources necessary to the operation of an institution. In addition, there is an interest in cooperating closely with social, business, government and religious organizations in the future.

Finance

"Forecasting is a precarious business in colleges these days," wrote one respondent, and this warning is nowhere more applicable than in the area of finance. There is deep concern that costs will rise faster than income in the next 10 years. Financial support from the private sector is not expected to be sustained at the same percent of response in the 1970 decade as it was in the 1960 decade. Leaders indicated that they will do all they can to get more funds from students and private sources, aware that they will be inadequate. Institutions have "tentative" plans, knowing that possibly tomorrow they cannot be fulfilled without modifications. One can sense the frustration and anxiety from the replies in the questionnaires related to finance. A growing weariness is engulfing many private college leaders as they attempt to relate financial needs to resources from the traditional benefactors.

One of the very pressing problems for the 1970 decade is to maintain a sufficiently low tuition cost that the colleges will not price themselves out of the market for students who desire to attend private institutions. For this reason, most of the educators see aid to students as having priority over any other kind of financial assistance. Student charges during the 1960 decade rose sufficiently to help offset the rapidly increasing prices; in all probability, this cannot continue to be the case.

Instead of expending energy to raise funds for capital development, as was the case during the 1960 decade, the institutional leaders foresee a disproportionate amount of time used for soliciting funds for current operations during the 1970 decade. In addition to increased faculty salaries which all institutions face, Catholic-related colleges will need to employ an increasing number of lay professors and deal with the consequence of enlarged expenditures for professional employees.

Education is recognized by the leaders as a high cost industry; they are willing to make adjustments where possible, but the fact remains that increased efficiency alone will not solve all the financial problems.

Findings

- Greater flexibility in curricular programs in terms of student requirements seems to be establishing itself at the beginning of the 1970 decade.
- Interdisciplinary offerings, with consequent weakening of traditional subject matter lines, is becoming widespread both in terms of planning and practices.
- Foreign language and religion requirements for graduation are being dropped in several institutions.
- Student participation in shaping courses and programs can be expected to continue and increase.
- High cost programs, such as home economics, will receive close scrutiny and in some cases dropped.
- Urban studies, black studies, intercultural studies and environmental studies will greatly increase in number during the coming years.
- Continuing education can be expected to receive greater emphasis.
- Individualized study will receive much attention and be implemented to a lesser or greater degree, depending upon financial resources.
- New modes of learning rather than new content may be a dominant emphasis in the next 10 years—as exemplified in the living-learning centers both on and off campus.
- Institutions will sharpen their purposes and emphasize: 1) serious intellectual work and independent judgment, 2) a strong service motivation, 3) a view of life from some religious perspective and 4) the liberal arts tradition.
- Only a small number of private institutions anticipate entering graduate programs, preferring instead to emphasize quality undergraduate work.
- The ability level of students enrolling in the private colleges is projected to remain the same or improve.
- Private colleges will be able to accommodate at least 20 percent of the undergraduate enrollment in Minne-

sota institutions of higher education during the 1970 decade.

- There is planned growth for all minority students, but especially for Negroes and Indians.
- The number of square feet projected to be constructed during the 1970 decade will equal or surpass the 1960 decade.
- Campus facilities planned and needed during the following 10 years will cover the broad spectrum of campus buildings.
- Cooperation will continue at the present momentum. There is interest in the development of a cooperative state-wide data bank.
- A state-wide communication system through the use of a television network is advocated. This should connect all the institutions of higher education, both private and public in a cooperative enterprise.
- In addition to the cooperative programs mentioned above, the leaders indicated that they wish to continue and expand the many cooperative arrangements already established.
- Regional representation of the faculty is expected to remain about the same in most institutions, with a small number anticipating a broader regional representation.
- The ratio between faculty and full-time students is estimated to become higher for the majority of institutions, i.e. more students per faculty member.
- Part-time faculty are projected to remain about the same, proportionately speaking.
- Salaries for full professors are estimated to rise faster, proportionately speaking, than the salaries for the other three ranks in the next decade.
- The instructors' salary will possibly rise a little faster during the decade than the two higher levels but not as fast as the full professor's salary.
- Librarians hope to increase the delivery of services and find new ways of providing services.
- Librarians wish to correlate their holdings more closely in many instances with the curricular offerings. In addition, they desire to find better means of evaluation and correlation between library holdings and curricular programs.
- There will be a close scrutiny of library weaknesses and needs and a consequent weeding of the extraneous.
- Cooperation will play a major role in library planning for nearly all the private institutions.
- Library space is a serious problem for a small number of institutions.
- Library finance is of concern to all librarians; it is a serious problem for some institutions.
- Institutions face serious problems in the task of forecasting in the area of finance.
- It is expected that expenses will rise faster than income during the next 10 years.
- Tuition costs, having risen sharply during the 1960 decade, bring fear that continued increases in the next decade will deter large numbers of students desiring to attend private colleges.
- Educators see a disproportionate amount of time being used in soliciting funds for current operations during the 1970 decade.
- The leaders reported that education is a high cost industry and improved efficiency alone cannot solve the financial problems of Minnesota private colleges and universities.
- There is nearly unanimous agreement that state and/or Federal support will be needed in the coming decade if most private institutions are to remain viable.

APPENDIX

APPENDIX A

ENROLLMENT IN INSTITUTIONS OF HIGHER EDUCATION BY CONTROL OF INSTITUTION: UNITED STATES, FALL, 1947 TO FALL, 1968

	CONTROL			
Year	Public	Private	Percent Public	Percent Private
1947	1,152,377	1,185,849	49.29%	50.71%
1948	1,185,588	1,217,808	49.33%	50.67%
1949	1,207,151	1,237,749	49.37%	50.63%
1950	1,139,699	1,141,599	49.96%	50.04%
1951	1,037,938	1,064,024	49.38%	50.62%
1952	1,101,240	1,033,002	51.60%	48.40%
1953	1,185,876	1,045,178	53.15%	46.85%
1954	1,353,531	1,093,162	55.32%	44.68%
1955	1,476,282	1,176,752	55.65%	44.35%
1956	1,656,402	1,261,810	56.76%	43.24%
1957	1,752,669	1,284,269	57.71%	42.29%
1958	1,883,960	1,342,078	58.40%	41.60%
1959	1,972,457	1,392,404	58.62%	41.38%
1960	2,115,893	1,466,833	59.06%	40.94%
1961	2,328,912	1,513,731	60.61%	39.39%
1962	2,573,720	1,601,216	61.65%	38.35%
1963	2,848,454	1,646,172	63.37%	36.63%
1964	3,179,527	1,770,646	64.23%	35.77%
1965	3,624,442	1,901,883	65.59%	34.41%
1966	3,897,000	1,988,000	66.22%	33.78%
1967	4,305,000	2,043,000	67.82%	32.18%
1968	4,629,000	2,129,000	68.50%	31.50%

Source: *Digest of Educational Statistics,* 1968. U. S. Department of Health, Education and Welfare, P. 68.

APPENDIX B

ENROLLMENT IN INSTITUTIONS OF MINNESOTA HIGHER EDUCATION BY CONTROL FOR SELECTED YEARS, 1934-1954 AND EACH YEAR 1956-1969

Year	CONTROL			
	Number Enrolled In Public Institutions	Number Enrolled In Private Institutions	Percent Public	Percent Private
1934	16,490	5,873	73.7%	26.3%
1936	19,122	6,740	73.9%	26.1%
1938	20,593	8,079	71.8%	28.2%
1940	22,053	8,591	72.0%	28.0%
1942	15,819	7,871	66.8%	33.2%
1944	11,171	5,723	66.1%	33.9%
1946	35,251	33,312	72.6%	27.4%
1947	35,124	14,879	70.2%	29.8%
1948	33,670	15,279	68.8%	31.2%
1950	28,411	13,654	67.5%	32.5%
1951	23,640	12,520	65.4%	34.6%
1952	24,140	13,001	65.0%	35.0%
1954	27,451	13,579	66.9%	33.1%
1956	35,111	15,870	68.8%	31.2%
1957	36,188	16,137	69.2%	30.8%
1958	38,854	17,301	69.2%	30.8%
1959	40,911	18,195	69.2%	30.8%
1960	44,420	18,821	70.2%	29.8%
1961	49,583	19,458	71.8%	28.2%
1962	54,128	19,446	73.6%	26.4%
1963	58,012	19,812	74.5%	25.5%
1964	64,929	22,243	74.5%	25.5%
1965	74,533	23,920	75.7%	24.3%
1966	79,901	25,085	76.1%	23.9%
1967	88,646	28,460	75.7%	24.3%
1968	98,201	29,042	77.2%	22.8%
1969	105,640	29,560	78.1%	21.9%

Sources: (1) "Forecasting Minnesota College Enrollments", April, 1955. Prepared by Robert J. Keller, School of Education, University of Minnesota (2) A one-page handout prepared by the Minnesota Higher Education Coordinating Commission (April 16, 1969). (3) "Sixteenth Annual Survey of Minnesota College and University Enrollments", (November 1969).

APPENDIX C

THE NUMBER OF FULL-TIME STUDENTS TRANSFERRING INTO AND OUT OF PRIVATE INSTITUTIONS FOR THE YEAR, 1968-69*

Type of Transfer	Two-Year Colleges Total	Four-Year Colleges Total	Professional Schools Total	Grand Total
The number of full-time students transferring *from* an out-of-state institution	36	558	6	600
From a private institution	18	312	5	335
From a public institution	18	246	1	265
The number of full-time students transferring *to* an out-of-state institution	23	223	2	248
The number of full-time students transferring *from* a Minnesota state institution	64	264	1	329
The number of full-time students transferring *to* a Minnesota state institution	10	206	0	216
The number of students transferring *from* another Minnesota private institution	22	140	4	166
The number of full-time students transferring *to* another Minnesota private institution	14	30	2	46
The number of students transferring *from* a two-year college	25	299	0	324

*Based upon reports from 25 institutions.

APPENDIX D

NUMBER AND PERCENTAGE OF STUDENTS IN VARIOUS MSAT TEST SCORE INTERVALS, BY SYSTEM AND GROUP, 1969

	COLLEGE SYSTEM OR GROUP OF CHOICE:											
Test Score Interval	University* of + Minnesota System (N=11,096)		State College System (N=7,910)		Private Four-Year Liberal Arts Colleges (N=4,407)		State Junior College System (N=5,693)		Area Vocational-Technical Schools (N=12,125)		Private Trade Schools (N=4,051)		Students Not Going to College	
	f	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%	*f*	%
52.0 - 74	2104	19.0	813	10.3	1062	24.1	391	6.9	153	1.3	105	2.6	102	1.5
44.5 - 51.9	1893	17.0	1110	14.0	826	18.7	578	10.2	387	3.2	229	5.7	223	3.3
39.0 - 44.4	1691	15.2	1108	14.0	693	15.7	720	12.6	640	5.3	356	8.8	292	4.4
35.0 - 38.9	1256	11.3	1062	13.4	464	10.5	644	11.3	842	6.9	349	8.6	411	6.1
31.0 - 34.9	1148	10.3	1024	12.9	393	8.9	727	12.8	1210	10.0	471	11.6	521	7.8
27.5 - 30.9	865	7.8	832	10.5	287	6.5	670	11.8	1411	11.6	477	11.8	663	9.9
24.0 - 27.4	800	7.2	840	10.6	249	5.7	706	12.4	1865	15.4	649	16.0	967	14.4
20.5 - 23.9	479	4.3	458	5.8	154	3.5	470	8.3	1635	13.5	430	10.6	863	12.9
16.5 - 20.4	464	4.2	431	5.4	147	3.3	496	8.7	2051	16.9	546	13.5	1208	18.0
0 - 16.4	396	3.6	232	2.9	132	3.0	291	5.1	1931	15.9	439	10.8	1446	21.6

*General College and Crookston Technical College are not included.
Source: Minnesota Higher Education Coordinating Commission, 1969.

APPENDIX E

MAJOR FIELDS OF STUDY WITH LESS THAN FIVE GRADUATES EACH FOR THE YEARS 1960-61 TO 1964-65 AND 1965-66 TO 1969-70

1965-66 to 1969-70					1960-61 to 1964-65				
Field of Study	No. of Insts.	Aggregate No. of Years	Average No. of Years	Percent of Aggregate Year Total	Field of Study	No. of Insts.	Aggregate No. of Years	Average No. of Years	Percent of Aggregate Year Total
Anthropology	1	1	1	0.19	American Studies	1	2	2	0.47
Art	8	23	2.87	4.47	Antropology	1	1	1	0.23
Astronomy	1	5	5	0.97	Art	7	12	1.71	2.81
Bible & Christian Education	1	5	5	0.97	Astronomy	1	5	5	1.17
Bible & Missions	1	3	3	0.58	Bible & Christian Education	1	2	2	0.47
Biology	5	11	2.20	2.14	Bible & Missions	1	1	1	0.24
Business Economics	1	3	3	0.58	Biology	4	6	1.50	1.41
Business Education	5	23	4.60	4.47	Business Economics	1	3	3	0.70
Chemistry	8	20	2.50	3.89	Business Education	3	6	2	1.41
Christianity	1	2	2	0.39	Chemistry	6	21	3.50	4.93
Christian Education	1	2	2	0.39	Christian Education	1	1	1	0.23
Classics	2	9	4.50	1.75	Classics	4	12	3	2.81
Commercial Art	1	1	1	0.19	Commercial Art	1	3	3	0.70
Drama	1	3	3	0.58	Communications & Theatre	1	4	4	0.94
Economics	5	14	2.80	2.72	Drama	1	3	3	0.70
Food & Nutrition	2	6	3	0.58	Dietetics	1	3	3	0.70
French	5	14	2.80	2.72	Economics	6	17	2.83	3.99
General Science	2	6	3	1.17	English	2	2	1	0.47
Geology	2	5	2.50	0.97	Foods & Nutrition	1	4	4	0.94
German	8	26	3.25	5.06	French	4	10	2.50	2.35
Greek	2	7	3.50	1.36	Geography	1	2	2	0.47
History	8	17	2.12	3.31	Geology	3	8	2.67	1.87
Home Economics	2	10	5	1.94	German	6	22	3.66	5.16
Humanities	2	3	1.50	0.58	Greek	2	3	1.50	0.70
International Relations	1	1	1	0.19	Health & Physical Ed.	1	2	2	0.47
Journalism	1	1	1	0.19	History	4	9	2.25	2.11
Languages (Classical)	2	10	5	1.94	Humanities	2	9	4.50	2.11
Languages (Modern)	2	4	2	0.78	Home Economics	4	7	1.75	1.64
Language Arts	1	1	1	0.19	International Relations	2	5	2.50	1.17
Latin	7	27	3.85	5.25	Journalism	1	3	3	0.70
Literature (Sacred)	1	2	2	0.39	Languages (Classical)	2	5	2.50	1.17
Mathematics	6	15	2.50	2.92	Languages (Modern)	3	9	3	2.11
Medical Records	1	1	1	0.19	Languages (Romance)	1	1	1	0.23
Medical Technology	5	8	1.60	1.56	Liberal Arts	1	1	1	0.23
Music	11	38	3.45	7.39	Literature (Sacred)	1	3	3	0.70
Music (Church)	1	3	3	0.58	Latin	5	16	3.20	3.75
Natural Science	3	10	3.33	1.94	Mathematics	4	7	1.75	1.64
Norwegian	1	5	5	0.97	Pre-Med.	1	1	1	0.23
Nursing	1	1	1	0.19	Medical Technology	4	8	2	1 .87
Philosophy	8	25	3.13	4.86	Music	9	25	2.77	5.87

APPENDIX E — (Cont'd)

MAJOR FIELDS OF STUDY WITH LESS THAN FIVE GRADUATES EACH FOR THE YEARS 1960-61 TO 1964-65 AND 1965-66 TO 1969-70

1960-61 to 1964-65					1965-66 to 1969-70				
Field of Study	No. of Insts.	Aggregate No. of Years	Average No. of Years	Percent of Aggregate Year Total	Field of Study	No. of Insts.	Aggregate No. of Years	Average No. of Years	Percent of Aggregate Year Total
Physical Education	3	7	2.33	1.36	Music Education	1	2	2	0.47
Physics	6	18	3	3.50	Music (Sacred)	1	4	4	0.94
Political Science	3	9	3	1.75	Natural Science	3	9	3	2.11
Psychology	4	15	3.75	2.92	Nursing	1	1	1	0.23
Religion	2	3	1.50	0.58	Philosophy	9	26	2.88	6.10
Religious Education	1	5	5	0.97	Physical Education	3	5	1.66	1.17
Russian	1	5	5	0.97	Physics	4	12	3	2.81
Secretarial Studies	3	7	2.33	1.36	Political Science	3	10	3.33	2.35
Social Science	5	17	3.40	3.30	Psychology	5	11	2.20	2.58
Pre-Social Work	1	5	5	0.97	Religion	5	9	1.80	2.11
Sociology	1	2	2	0.38	Religious Education	1	1	1	0.23
Social Studies	1	4	4	0.78	Russian	4	14	3.50	3.29
Spanish	7	25	3.57	4.86	Scandinavian Studies	1	4	4	0.94
Speech	6	20	3.33	3.89	Social Science	4	14	3.50	3.29
Theology	1	1	1	0.19	Social Studies	1	2	2	0.47
					Spanish	7	18	2.57	4.22
					Speech	6	15	2.50	3.52
					Theology	4	5	1.25	1.17
TOTAL	172	514	2.98	99.28		168	426	2.54	99.87

APPENDIX F

DEGREES AWARDED IN THE YEARS 1960-61, 1964-65 AND 1968-69

	YEAR			PERCENT OF CHANGE		
Kinds of Degrees	1960-61	1964-65	1968-69	Percent Change From 1960-61 to 1964-65	Percent Change From 1964-65 to 1968-69	Percent Change From 1960-61 to 1968-69
Associate Degrees	206	132	425	— 35.92	+ 221.96	+ 106.31
Bachelor's Degrees	2,974	3,774	4,987	+ 26.89	+ 32.14	+ 67.68
Master's Degrees	64	141	245	+ 120.31	+ 73.75	+ 282.81
First Professional Degrees	272	250	240	— 8.09	— 4.00	— 11.76
Doctoral Degrees	0	0	0	0.0	0.0	0.0
Honorary Degrees*	4	10	8	+ 150.00	— 20.00	+ 100.00
Total and percent change**	3,516	4,297	5,897	+ 22.21	+ 37.24	+ 67.72

*Honorary degrees have not been included in total since the data reported are based upon 24 institutions.
**Based upon reports from all private institutions.

APPENDIX G

CENSUS REGIONS AND GEOGRAPHIC DIVISIONS OF THE UNITED STATES

APPENDIX H

ORIGIN OF FACULTY MEMBER'S HIGHEST DEGEE BY INSTITUTION PROVIDING FIVE (5) OR MORE DEGREES FOR EITHER YEAR 1964-65 OR 1969-70 IN DESCENDING NUMERICAL ORDER

Name of Institution Providing Five Degrees or More For One or More Years	1964-65	1969-70	Percent Change From 1964-65 to 1969-70
University of Minnesota	245	298	21.63
University of Wisconsin	29	68	134.48
Univeristy of Chicago	31	42	35.48
University of Michigan	26	41	57.69
Iowa State College	38	28	– 26.31
Yale University	29	34	17.24
Catholic University of America	33	32	– 3.03
Northwestern University	14	28	100.00
Columbia University	25	21	– 16.00
University of Colorado	6	23	283.33
University of Iowa	18	23	27.77
Notre Dame University	12	22	83.33
University of Indiana	10	21	110.00
University of Illinois	18	20	11.11
Marquette University	14	19	35.71
University of Nebraska	11	19	72.72
Harvard University	12	18	50.00
University of North Dakota	13	16	23.07
Princeton University	6	14	133.33
St. Louis University	10	14	40.00
North Dakota State University	6	13	116.66
Michigan State University	5	12	140.00
University of Washington	9	12	33.33
Stanford University	1	11	1,000.00
Eastman School of Music	8	10	25.00
Luther Theological Seminary	10	9	– 10.00
Mankato State College	3	10	233.33
New York University	6	10	66.66
Colorado State College	9	9	—
Macalester College	9	6	– 33.33
Boston University	8	6	– 25.00
St. Thomas College	3	8	166.66
University of California (Berkeley)	1	8	700.00
Concordia College	7	3	– 57.14
Cornell University	6	7	16.66

APPENDIX H — (Cont'd)

ORIGIN OF FACULTY MEMBER'S HIGHEST DEGEE BY INSTITUTION PROVIDING FIVE (5) OR MORE DEGREES FOR EITHER YEAR 1964-65 OR 1969-70 IN DESCENDING NUMERICAL ORDER

Name of Institution Providing Five Degrees or More For One or More Years	1964-65	1969-70	Percent Change From 1964-65 to 1969-70
Georgetown University	7	2	– 71.42
Loyola University (Illinois)	7	3	– 57.14
Union Theological Seminary	7	7	—
University of Kansas	4	7	75.00
University of North Carolina	4	7	75.00
University of South Dakota	4	7	75.00
Winona State	4	7	75.00
DePaul University	3	6	100.00
Massachusetts Institute of Tech.	3	6	100.00
Oberlin College	6	1	– 83.33
St. Mary's College (Minn.)	6	6	—
University of Southern California	6	5	– 16.66
Dominican House of Studies	5	—	–100.00
Duke University	3	5	66.66
Moorhead State College	—	5	500.00
Ohio State	4	5	25.00
Oxford	1	5	400.00
St. Cloud State	—	5	500.00
St. Teresa	5	4	– 20.00
Syracuse University	4	5	20.00
University of Pennsylvania	5	5	—

APPENDIX J

NUMBER OF HOLDINGS AVAILABLE PER FULL-TIME STUDENT, 1968-69

Holdings in Home Institution	Number per Full-Time Student	Total Holdings Available to Students	Number per Full-time Student
Two-year colleges			
16,738	72	266,738	1,140
17,390	621	136,856	4,889
19,707	313	19,707	313
10,938	48	3,311,938	14,463
10,110	21	12,579	26
Four-year colleges			
87,620	51	4,410,492	2,386
62,430	55	4,765,057	4,232
238,584	161	2,467,604	1,670
125,723	54	450,570	195
61,658	85	1,000,040	1,376
121,158	101	2,988,266	2,486
3,161	4	35,371	49
185,923	96	2,803,923	1,442
14,211	130	2,051,211	18,818
17,489	43	1,263,410	3,143
80,202	147	2,295,592	4,220
172,661	138	3,292,023	2,638
215,390	147	2,532,592	1,694
94,332	91	2,287,393	2,202
234,464	92	3,555,798	1,392
26,837	81	911,263	2,737
65,585	134	331,858	680
114,156	99	293,177	255
141,987	70	1,065,566	528
Post-Baccalaureate Institutions			
93,568	184	579,099	1,140
56,797	427	2,462,737	18,517
33,141	419	708,141	8,964
34,204	104	304,204	927
TOTAL	**2,355,664**		
TWO-YEAR	**74,883**		
FOUR-YEAR	**2,063,071**		
POST-BACCALAUREATE	**217,710**		

APPENDIX K

TOTAL AMOUNT OF ASSETS FOR 1960-61, 1964-65 AND 1968-69

Year	Plant Fund Assets: Replacement Value			Endowments, Real Estate Pers. Property, Stocks, Bonds, etc. (Market Value)	Student Loan Funds	Government Loans: Bond and Interest Sinking Fund	Other	Total
	Campus Grounds	Campus Buildings	Campus Equipment					
1960-61	5,508,655	81,068,818	15,308,798	42,676,400	2,067,665	1,375,485	8,794,363	156,800,184
% of Total	3.51	51.70	9.76	27.21	1.32	0.88	5.61	99.99
1964-65	7,553,192	116,416,704	23,272,714	68,679,256	7,311,579	2,642,773	24,841,723	250,717,941
% of Total	3.01	46.43	9.28	27.39	2.92	1.05	9.91	99.99
1968-69	12,968,851	183,783,384	32,999,800	86,128,096	15,397,621	4,196,107	23,775,846	359,249,705
% of Total	3.60	51.16	9.18	23.97	4.29	1.17	6.62	99.99
							Grand Total	766,767,830

APPENDIX L

SOURCES AND AMOUNTS OF TOTAL INCOME FOR CAPITAL EXPENDITURES 1960-61 THROUGH 1968-69

Year	Gifts								Govern. Grants		Loans			
				Foundations		Transfer from Another Account	Other Indiv.	Other Volun. Organ.			Public			
	Church	Business	Alumni	National	Local				State	Federal	State	Federal	Private	Total for Each Year
1960-61	682,668	35,942	920,682	2,674,779	45,380	1,432,006	445,065	15,936	—	—	—	3,200,000	1,365,740	10,818,198
1961-62	1,089,451	59,321	247,344	613,339	18,040	1,469,303	367,588	18,225	—	49,445	—	5,935,000	321,436	10,188,492
1962-63	415,188	89,020	295,150	631,931	14,300	1,382,605	1,065,462	4,169	—	67,760	—	—	3,395,646	7,361,231
1963-64	921,737	245,682	445,862	860,249	38,391	1,752,609	975,133	—	—	33,270	—	5,500,000	2,127,377	12,900,310
1964-65	1,873,996	124,836	2,302,945	2,468,340	19,558	1,126,689	989,267	21,848	—	35,000	—	3,750,000	1,834,989	14,547,468
1965-66	2,327,608	264,398	645,764	1,147,973	12,995	1,398,436	905,496	26,999	—	1,550,543	—	1,110,000	3,798,501	13,188,713
1966-67	1,677,293	408,172	1,971,849	1,489,957	59,660	896,287	1,806,420	2,660	—	2,095,483	—	2,180,000	2,683,365	15,271,146
1967-68	3,268,472	389,939	738,733	1,678,713	7,571	3,788,591	2,128,685	520	—	259,311	—	6,580,000	1,051,635	19,892,170
1968-69	2,142,457	582,361	622,970	516,191	25,280	3,551,729	2,157,681	1,896	—	2,252,653	—	1,938,000	2,336,157	16,127,375
Total	14,398,870	2,199,671	8,191,299	12,081,472	241,175	16,798,255	10,840,797	92,253	—	6,343,465	—	30,193,000	18,914,846	120,295,103
% of Grand Total	11.97	1.83	6.81	10.04	0.20	13.96	9.01	0.08		5.27		25.10	15.72	99.99

APPENDIX M

STUDENT AID FOR THE YEARS, 1960-61, 1964-65 and 1969-70

Type of Aid	INSTITUTIONAL LEVEL									
	Two-Year Colleges			Four-Year Colleges			Professional Schools			
	1960-61	1964-65	1969-70	1960-61	1964-65	1969-70	1960-61	1964-65	1969-70	Total
PRIVATE SOURCES										
COLLEGE SOURCES										
Loans	2,100	200	9,951	125,451	170,591	530,253	—	2,000	3,000	843,546
Grants	—	—	7,545	458,633	818,635	1,398,931	—	10,500	15,000	2,709,244
Scholarships	3,200	3,700	30,305	604,738	1,281,345	2,658,837	—	11,558	16,424	4,610,107
Total	5,300	3,900	47,801	1,188,822	2,270,571	4,588,021	—	24,058	34,424	8,162,897
NON-COLLEGE SOURCES										
Loans	—	—	—	7,134	56,605	600,627	—	—	—	664,366
Grants	—	—	3,253	—	20,000	3,650	—	—	—	26,903
Scholarships	1,600	1,600	7,057	373,212	779,497	1,539,256	1,350	4,800	12,444	2,720,816
Total	1,600	1,600	10,310	380,346	856,102	2,143,533	1,350	4,800	12,444	3,412,085
PUBLIC SOURCES										
LOCAL										
Loans	—	—	—	—	—	—	—	—	—	—
Grants	—	—	—	—	—	—	—	—	—	—
Scholarships	—	—	—	—	—	300	—	—	—	300
Total	—	—	—	—	—	300	—	—	—	300
STATE										
Loans	—	—	—	—	750	36,415	—	—	—	37,165
Grants	—	—	700	4,150	1,164	44,862	—	—	—	50,876
Scholarships	—	—	750	5,108	6,165	312,103	—	—	—	324,126
Total	—	—	1,450	9,258	8,079	313,380	—	—	—	412,167
FEDERAL										
Loans	5,649	10,422	97,013	740,446	1,810,759	2,169,323	—	—	—	4,833,612
Grants	—	—	30,122	—	—	1,599,258	—	—	—	1,629,380
Scholarships	—	—	20,000	2,700	14,229	70,296	—	—	—	107,235
Total	5,649	10,422	147,135	743,146	1,824,988	3,838,877	—	—	—	6,570,217
Grand Total	12,549	15,922	206,696	2,321,572	4,959,740	10,964,111	1,350	28,858	46,868	18,557,666

INSTITUTIONAL NAME	LOCATION
TWO-YEAR COLLEGES	
Bethany Lutheran College	Mankato
Corbett College	Crookston
Crosier Seminary	Onamia
Golden Valley Lutheran College	Golden Valley
St. Mary's Junior College	Minneapolis
FOUR-YEAR COLLEGES	
Augsburg College	Minneapolis
Bethel College & Seminary	St. Paul
Carleton College	Northfield
Concordia College	Moorhead
Concordia College	St. Paul
Dr. Martin Luther College	New Ulm
Gustavus Adolphus College	St. Peter
Hamline University	St. Paul
Lea College	Albert Lea
Macalester College	St. Paul
Minneapolis College of Art and Design	Minneapolis
Minnesota Bible College	Minneapolis
North Central Bible College	Minneapolis
College of Saint Benedict	St. Joseph
College of Saint Catherine	St. Paul
St. John's University	Collegeville
St. Mary's College	Winona
St. Olaf College	Northfield
St. Paul Bible College	St. Paul
College of Saint Scholastica	Duluth
College of Saint Teresa	Winona
College of Saint Thomas	St. Paul
POST-BACCALAUREATE INSTITUTIONS	
Luther Theological Seminary	St. Paul
Northwestern Lutheran Theological Seminary	St. Paul
St. Paul Seminary	St. Paul
United Theological Seminary	New Brighton
William Mitchell College of Law	St. Paul